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American Vocational Journal

MAY 1950

HARRY A. DELMAN
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IN THIS ISSUE

- Women in Industry
- The J. F. Williams Jr. Memorial Forests
- The FHA Triplets
- Industrial Arts and the AVA

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EDITOR-IN-CHIEF:

L. H. Dennis
Executive Secretary
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORIAL ASSISTANT:

Dorothy Davis
American Vocational Association, Inc.
1010 Vermont Avenue, Washington 5, D. C.

EDITORS:

AGRICULTURE—Malcolm C. Garr
Louisiana State University
Baton Rouge, La.

DISTRIBUTIVE—M. A. Browning
State Board for Vocational Education
Austin, Texas

HOME ECONOMICS—Mary Gillespie
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REHABILITATION—O. F. Wise
State Dep't of Education
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VOCATIONAL GUIDANCE—Guy O. Tollerud
State Dep't of Education
St. Paul, Minnesota

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IN THIS ISSUE

VALUES IN VOCATIONAL EDUCATION—EDITORIAL ..... *Dr. Ella J. Rose* 2
WOMEN IN INDUSTRY ..... *David L. Kaplan* 3
THE J. F. WILLIAMS JR. MEMORIAL FORESTS 5
ADULTS GO TO SCHOOL IN MILLARD COUNTY ... *Roger B. Honeyman* 6
EMPLOYMENT IN THE CHEMICAL INDUSTRIES ... *Charles C. Sheppard* 7
THE FHA TRIPLETS ..... *Helen Ankeny* 9
DR. THOMAS DIAMOND RETIRES 10
THE AVA STUDIES FARM VETERANS EDUCATION ..... *H. M. Hamlin* 11
DE REACHES RURAL MERCHANTS ..... *P. B. Waters* 12
WHAT INDUSTRIAL ARTS TEACHERS SHOULD KNOW ABOUT THE AVA *Dr. Roy G. Fales* 13
INSTRUCTIONAL MATERIALS FOR DIVERSIFIED OCCUPATIONS *George Kohrman and W. C. Brown* 15
EQUIPPING HOME ECONOMICS DEPARTMENTS *Rose Hogue and Sophia Reed* 16
DON'T SELL THE DEMONSTRATION SHORT! ..... *David P. Barnard* 19
SELECTED MATERIALS ON SAFETY IN DISTRIBUTIVE EDUCATION *Roy Fairbrother* 22
AUDIO VISUAL NOTES 25
ASSOCIATION NEWS AND NOTES 26
PERSONALS 29
BOOKS AND BULLETINS 30
'50's NEWEST FOR SCHOOLS 31
MIAMI, FLORIDA, AVA CONVENTION OFFICIAL HOTELS AND RATES 32
MIAMI, FLORIDA, AVA CONVENTION HOTEL RESERVATION BLANK 32

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COVER PHOTO

Robert C. Taylor, 18, of Springville, Utah, uses an International Harvester Farmall C to cultivate a one-acre field of onions. An FFA member who specialized in vocational agriculture and farm mechanics courses in high school, Robert operates a 50-acre farm for his father. Utah's majestic Provo Peak is in the background.

Values in Vocational Education . . . *Editorial*

VOCATIONAL education provides important values for both youth and adults in our complex world today. It is essential that we stop frequently to consider these values—what are they; how can we uncover them; what means shall we use to preserve desirable values and reconstruct those less worthy?

Without attempting an all-inclusive inventory, and without regard for ranking, we may safely say that there are many economic, social, intellectual, and personal values to be gained from vocational education. This kind of education prepares a person for earning a living through occupational competency, as a result of which standards of living may be improved in individual, home, and community life.

Vocational education prepares youth and adults to earn incomes which provide the necessities of life. At the same time it should prepare them for a wise and beneficial use of individual and family incomes. Are we doing a better job of developing skills for earning the income than we are for building appreciation of the economic and social values involved in both earning and spending that income?

The economic values are very closely associated with social values. A person needs to know not only how to work but how to work in cooperation with his fellow men. In the vocation of homemaking, for instance, the quality of family life depends upon the ability of the homemakers, men and women, to establish and maintain satisfactory relationships among the members of the family, with full recognition of the relationships which exist between the individuals and the family group and between the family group and the larger society. The same need for cooperative relationships exists in other vocational groups as well.

There is general agreement that each individual has a responsibility to society—family, occupational, and community groups—for making a contribution to the world's work. Should not all persons be prepared for competency in some occupation or vocation in such a manner that they can and will readily assume their responsibilities as citizens in an occupational area and in the community at large?

A democratic society requires intelligent workers, not just cogs in a machine. If a person is to assume his share of responsibility in a social group to solve problems growing out of human relationships within the family, on the job, and in the community, we as educators must not neglect the intellectual values when planning programs for vocational education. Does our vocational education demand intelligent thinking about the causes and effects of a person's performance in his vocation, the relationships between the different members within occupational and professional groups, and the social and cultural implications of the goods and services produced and consumed?

It is very easy to recognize the personal values resulting from vocational education. An ability carried to the point of proficiency increases a person's self-respect, creates a feeling of pride in accomplishment, contributes toward a sense of security, and adds to his status in a social group. An interest encouraged and stimulated leads to creative self-expression in a chosen vocation. Opportunity for leadership develops an individual's confidence and ability for working with people. Is vocational education in all fields placing enough emphasis on the development of personal qualities and abilities which will result not only in vocational proficiency, but in adjustment to and satisfaction with the job?

In our country, another highly prized value is the freedom to choose a vocation. Vocational education must help individuals to make intelligent choices on the basis of facts about the vocational opportunities and their own capabilities. For any program of vocational education, therefore, we must ascertain which values are most important for a youth or an adult in a given situation at a particular time and under existing conditions. Some values would be important under any circumstances. An investigation of a community's need for workers, a determination of the job requirements, and a study of the individual in relation to a particular job would all be methods of discovering the values inherent in a situation. A comparison of these values with those accepted as important in vocational areas should show us which values need clarification and emphasis.

There should be continuing investigation of social and economic conditions and occupational trends in different communities to create and maintain a functional vocational program. Democratic values could be emphasized through cooperative planning. Personal values could be acquired through planning of goals and evaluating experiences and achievement. Social and economic values would grow out of contacts within the community, through vocational association, contacts with persons on varying socio-economic levels, and as the result of actions of specific vocational or social groups. Intellectual values would result from problem solving, from analyzing problems to discover inherent values of a proposed solution, and from discovering what skills would be needed to provide satisfactory solutions and developing such skills to the degree of competency required.

If these values are as important to our people and to our society as we believe they are, then we must ever be aware of them and employ all possible means to enable students to see their importance. We must learn ways of implementing them. As administrators, supervisors, teacher-trainers, and teachers, we have a responsibility and challenge to place proper emphasis on desirable values. Are we training for occupational skills in the narrow sense, or are we seriously thinking about and emphasizing the broader values inherent in vocational education? If so, we must use all the means available in our vocational programs for stressing desirable values.

ELLA J. ROSE, Professor
Home Economics Education
University of Minnesota.

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L. H. DENNIS, Executive Secretary
American Vocational Association, Inc.
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The Present Situation Relative to—

WOMEN IN INDUSTRY

DAVID L. KAPLAN
Chief, Occupation and Industry Statistics
Population Division
U. S. Bureau of the Census

THE FACT OF HAVING A PAID JOB is no longer an oddity or a passing phenomenon in the life of the American woman. Most women today work outside their homes during some phase of their life. This fact has had major impacts on the living habits of American women and their families, as well as on the American labor force, of which women now constitute a vital component both in terms of numbers actually at work and the kinds of work the women do.

The present situation is no accidental occurrence. Rather, it is the result of long-term trends, molded to some extent by the periods of depression, war, and full employment our nation has experienced during the past two decades. A detailed analysis of the characteristics of the working woman, particularly with reference to her family responsibilities, cannot now be made because of a scarcity of up-to-date statistical data on this subject; many of the gaps in our knowledge, however, will be filled within the next few years by the 1950 Census of Population.

There are today in the United States 56 million women and girls 14 years old and over. Of these 56 million, approximately 18 million are in the labor force; that is, they are either working or looking for work. In 1949, therefore, an average of about 32 out of every 100 women of working age were actually in the labor force. In 1940, this proportion stood at approximately 28. Back in 1900, the ratio was only around 20 per 100. In other words, over the last half century, the proportion of women of working age actually in the labor market has increased by 60 per cent, which is truly a striking change as socio-economic trends go. The proportion of women in the labor force averaged as high as 37 per 100 during the last war but declined during the early postwar period, largely because many women married and had children and, therefore, left the labor market in order to take care of their homes and children. This recent down-turn should not, however, be considered as a permanent reversal in the long-term upward trend, since the factors which tend to increase the labor force participation of women are still operating. The long-term decline of the birth rate, the increase in apartment dwellings, and the greater availability of housekeeping conveniences make it possible for more and more women to go out to work. At the same time, employment opportunities for women widen as a result of technological changes in industry and the growing demand for white collar workers.

From the point of view of the national pool of productive manpower, there is great significance in the increasing numbers of women in the labor force. Much of our progress in social welfare has resulted in cutting down the relative size of the male labor force by reducing the proportions of male workers at both ends of the age scale. For young men, the growing emphasis on increased schooling tends to delay, on the average, their entrance into the labor force. At the same time, retirement and pension plans tend to make older men leave the labor force at earlier ages than ever before. The latter is of particular importance, since the proportion of older persons in our population is rising fairly rapidly.

Increasing numbers of women in the labor force may be needed, therefore, to offset the losses in productive manpower resulting from the decline in the proportion of men in the labor force. It should be noted, however, that the proportion of the population engaged in gainful work is not the only determinant of our material standard of living. Increased productivity could give us a rising standard of living even in the face of a relatively smaller labor force. It can be said, therefore, that progress in the welfare of the male worker does not necessarily have to be accomplished at the cost of additional work by women. In any event, women now constitute 29 per cent of the entire labor force, while in 1940 they constituted 25 per cent and, back in 1900, around 20 per cent.

An analysis of the characteristics of working women reveals an especially significant change over the last decade in the composition of our female labor force in terms of marital status. For the first time in our history, married women workers outnumber single women workers. Married women living with their husbands now constitute almost half of the female labor force; only a third of the female labor force consists of single women. These proportions represent virtually a complete reversal of the picture in 1940. Only part of this change is accounted for by the rise in the number of married women in the population. More important is the fact that married women now tend to be in the labor force in higher proportions than ever before. Currently, 23 per cent of all married women living with their husbands are members of the labor force. In 1940, this proportion stood at about 15 per cent. Back at the turn of the century, the proportion was probably around 5 or 6 per cent.

An even more striking fact is revealed by an examination of the statistics on working women with children. More than 4 million, or about one out of every four working women, have children under 18 years of age. Of the 4 million working mothers, about 1½ million have one or more children under 6 years old. The remaining 2½ million working women with children have only school-age children; that is, between 6 and 17 years old. *The 4 million working mothers with children under 18 represent approximately one-fifth of all women with children under 18.*

These facts have particular significance for vocational educators. It has been recognized, of course, that job selection and training for girls and young women are of increasing importance because the working phase now constitutes an accepted and important part of the average woman's life. However, the problem of fitting

the modern girl to the type of life she will live also involves very great emphasis on training in taking care of her home. All the demands of an outside job on her time and energy can easily make a working wife into a harassed and incompetent homemaker, with disastrous effects on her family life, particularly if she has children.

It should be emphasized, therefore, that the trend toward greater labor market participation by married women calls for increased understanding of the problems involved in taking care of the home and the family. The community as a whole has a vital stake in developing a satisfactory solution to these problems. The community can help in such ways as making available increased instruction in homemaking and child care, additional facilities for day nurseries for pre-school age children, and more recreation centers for older children.

An intriguing sidelight to this dual training for women is the apparent need to train men in home and family care. Just as women have accepted an increasing share of the responsibility for the economic support of the family, so men have accepted an increasing share of the responsibility for running the home. Many household duties which were considered outside the husband's ken only a generation ago are regarded as a normal function by today's husband. An indication of this profound change in the male's conception of his role in life is provided every evening and Saturday by the sex ratio of the customers at any neighborhood super-market or self-service laundry. If men are going to participate actively in the operation of the home—and there seems to be little question of that in the minds of a significant proportion of our population—then men should be trained beforehand to do a good job in this new aspect of their lives. The educational horizon of men should not be limited by outdated notions as to who may be admitted to a class on home economics.

The age distribution of the female labor force shows that there are approximately a half million girls aged 14 through 17 who are both attending school and working. It is true, of course, that certain of the jobs these girls hold, such as baby sitting, are relatively insignificant in terms of impact on the girls' time and energy. Yet the mere fact that the job does provide an additional responsibility for the girl will probably cause some strains in the girl's academic and social life. Great care must be exercised both in the school and in the home to harmonize the various aspects of the working teen-ager's life, so that the girl will draw the maximum benefits from her work and her school.

In terms of the age distribution of women workers in general, the picture now as compared with 1940 shows that the proportion of women in the labor force who are between 20 and 34 has declined, while the proportion 35 years old and over has increased. This shift is largely due to the postwar spurts in the marriage rate and the birth rate which have resulted in relatively large numbers of younger women leaving the labor force. The chances are, however, that for a goodly number of these women the departure from the labor force is only temporary. We can expect that many will return to the labor force as their children grow older or as the economic situation of their family makes it desirable for the wife to obtain a paid job.

The kinds of work that women tend to do have also undergone a striking change during the last decade. Probably of most importance is the fact that today only about one out of every ten working women is in domestic service, whereas the proportion stood at about one out of six before the war. This decline in domestic work is obviously the result of expanded opportunities for women in occupational areas where the rewards in both pay and prestige are much greater. The precipitous drop during the last decade is, of course, a continuation of the long-term trend which has brought domestic work down to its present level of 10 per cent from a level of around 28 per cent at the turn of the century.

Another field in which women are now relatively less concentrated than at the beginning of the decade is the professional and semi-professional occupations. The decline in this area is explained in part by the fact that, during the war and postwar periods, jobs were plentiful and many women in their late teens and early twenties went to work instead of undertaking many years of professional training. There was also a shifting out from teaching and nursing, the main professional fields for women, where financial rewards have been so meager as to emphasize the desirability of other types of white collar work, and even factory work.

In regard to factory work in general, the proportion of women so engaged has receded from the war-time highs, but the ratio is still above pre-war levels. The occupational field in which the concentration of women has risen most markedly during the past decade is clerical work. Around 28 per cent of all women workers are engaged in clerical work, making this occupational field by far the most common for women workers today. The second largest concentration of women is in semi-skilled factory-type occupations, which now include around 20 per cent of working women.

The crux of the situation with regard to women workers is the economic significance of their work. For the woman who is single, widowed, divorced, or living apart from her husband, the income derived from her work is ordinarily her basic source of support. For the married woman living with her husband, on the other hand, the income derived from her work is ordinarily a supplementary source of support for the family. This supplementary support, however, is unquestionably essential in many cases for the family to maintain an adequate standard of living.

Data from the 1940 Population Census show clearly the inverse correlation between the husband's income (which is an indication of the family's need for additional income) and the wife's participation in the labor force. In terms of wage and salary income in 1939, wives whose husbands were in the $1,000 to $1,500 bracket, for example, were twice as likely to be in the labor market as wives whose husbands were in the $2,000 to $3,000 bracket. The statistics from the last census also show an even sharper relationship between husbands' income and labor market participation for women who have small children.

Up-to-date information on the financial contribution of working wives and mothers to the support of the family is not available. We do, however, have certain figures on the ratio of the amount of income received by the female members of a family to the total family income which provide a rough measure of the economic importance of women to the family. In about two out of every five families, the female member or members accounted for some share of the family income in 1947. That is, in 15 million out of the 37 million families in the United States, women received some proportion of the family income. In 5 million of these 15 million families, women brought in less than a quarter of the family income. In another 5 million families, women contributed a quarter to one-half of the family income, and in the remaining 5 million families women accounted for one-half or more of the family income. Of this last

(Continued on page 8)

Florida's FFA Pays Distinguished Tribute to the Memory of a Great Leader—

The J. F. Williams Jr. Memorial Forests

The late J. F. Williams, Jr.

FOUR YEARS ago H. E. Wood, Florida State Supervisor of Agriculture, sponsored a plan to establish living memorials—forests of stately green pine trees—in tribute to Florida's beloved former Supervisor of Agriculture, J. F. Williams, Jr., who died in 1946.

Today there are 19 J. F. Williams Jr. Memorial Forests planted throughout the State of Florida and embracing 603.9 acres. Future Farmers of America have planted 114,920 pine trees in perpetual testimony to a man whose leadership will not be forgotten. The FFA and its growth were close to Mr. Williams' heart. Florida's FFA, for centuries to come, will have a living recognition of their appreciation.

J. F. Williams served as State Supervisor of Agriculture in Florida for 17 years. During that time, tens of thousands of Florida's youth received, under his guidance, a knowledge of crops, soils, forests, seed, flocks, and herds. His supervision included instruction in the importance of cooperative effort. His students parted from their leader with an improved perspective of the affairs of their state and their nation—he had taught them how to live.

Doyle Conner, Past National President of the FFA, says: "Mr. Williams was loved by Future Farmers and agricultural leaders throughout the nation. He was truly a great man whose service inspired many young Future Farmers, including myself."

D. M. Clements, Assistant Chief of Agricultural Education Service U. S. Office of Education, pays this tribute: "J. Franklin Williams was by nature alert to the welfare needs of his native State of Florida. He made friends with the officials of the Florida Forest Service and convinced those in authority that the teachers of vocational agriculture could make a major contribution to the conservation of the forests of the state. Out of this relationship grew Camp O'Leno, the FFA Camp made possible by the Forest Service where thousands of Future Farmers have received intensive training courses in forestry from state forest service officials."

The *Forestry Bulletin*, March, 1950, Number 21, which is published by the industrial department of the Seaboard Air Line Railroad Company, is devoted to the story of Mr. Williams' memorial. It says: "He was a builder of human character and a moulder of human talents. His was a real interest in agriculture and forestry and a basic purpose of his philosophy was providing for country boys a better chance in life."

The Florida FFA boys have not forgotten.

George B. Williams (brother of the late J. F. Williams, Jr.) congratulates Harry E. Wood, Florida's State Supervisor of Vocational Agriculture (center, right) on the establishment of the Memorial Forests as (l.to r.) G. C. Norman, Veterans Supervisor; Nathan Mayo, Commissioner of Agriculture; Thomas D. Bailey, Florida State Superintendent of Public Instruction; and T. L. Barrineau, District Supervisor, Vocational Agriculture, look on.

Miss Winifred Hazen, Consultant, Family Life Education, Utah State Department of Education, with Superintendent A. M. Maughan and Roger B. Honeyman, Director of Adult Education.

Adults Go to School in Millard County

ROGER B. HONEYMAN
Director of Adult Education
Fillmore, Utah

ADULT EDUCATION IN MILLARD COUNTY, Utah, is an every-community affair. Through the efforts of Superintendent A. M. Maughan and the local Board of Education, there is not a village or town in the district that does not have an opportunity to present adult education courses which are organized and taught in their own area.

In this county covering 4,000,000 acres (the size of Massachusetts), there are 14 communities—two with populations of about 2,000, and the remaining 12 with an average of 400 inhabitants. The plan, as proposed by educational leaders in Millard County, was to give each town an opportunity to take advantage of adult education. Cooperating with the Home Economics Division of the Utah State Department of Public Instruction, which sponsors adult education in the field of Family Life Education, the administrators procured the services of a director of adult education and turned to the task of providing adult courses for every community.

In the first year, eight communities had classes, registering some 250 people in thirteen courses which taught sewing, home improvement and decoration, parent-child relationships, and home nursing. The second year saw twelve communities holding some eighteen courses, and enrollment had stepped up to 300. This year every community in Millard County is participating in a twenty-course program with about 400 patrons seeking knowledge in courses such as those listed above, with many new ones in addition. The populace of this district has accepted the idea of adult education, and, if funds were available, the number of courses would be doubled.

Organized courses such as Millard County presents form the crux of the adult program, but this modern-minded school district does not stop there. During the first year of the program a Child-Youth Conference was held at which the problems of children and youth were discussed as they are related to the home, the school and the community. School was dismissed while the parents met in discussion groups with state officials, college professors, and experts such as Shirley Cooper, representing the National Education Association. From this conference came proposals and plans (later carried out) for the beautification of communities, an enlarged audio-visual aids program, a summer recreation and leisure time program, and a well-organized and integrated physical education and health program in all schools through grades 1 to 12. Each parent went home realizing that his school was doing its utmost for the betterment of his child.

Parents' days, in which Dad and Mom go to school while Jill and Johnny baby-tend the little ones and feed the chickens, is an old custom in Millard County. Delta High School just celebrated its 24th consecutive Parents' Day with a full-day program for the adults.

Following the policy of taking adult education to the people, the district administrators this year are sponsoring a Family Life Education Conference in which a clinical psychologist from the University of Utah will go into six communities to lecture and be available for questions and discussion with the mothers of pre-school and primary children. Sex problems of children and youth will be the main theme of two conferences to be held this spring. These will not be held in the larger communities, but in the communities which requested such a conference.

The adults of Millard County go to school and take an avid interest in their adult education program, for truly in this school district adult education belongs to the people.

Mrs. Shirley Sullivan (standing) teaches advanced sewing at Millard High School.

Employment in the Chemical Industries

A Vocational School Plan

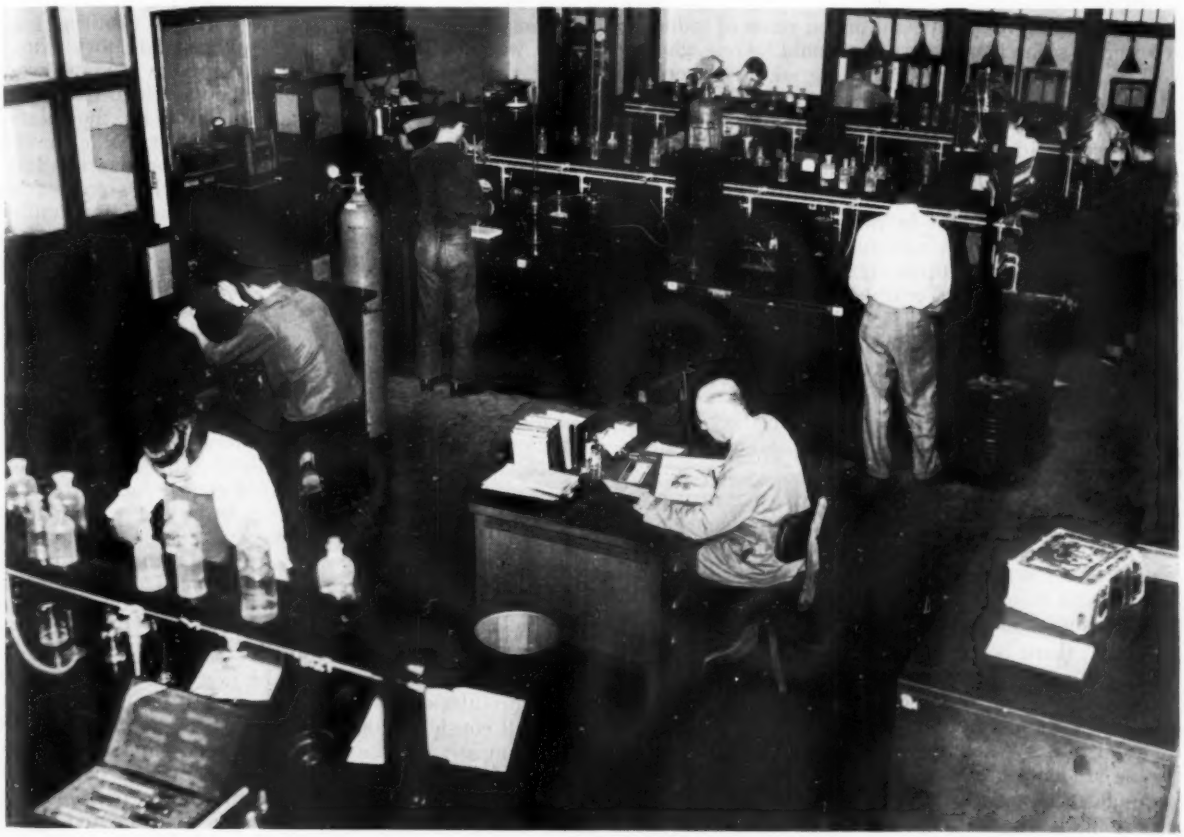
CHARLES C. SHEPPARD
Camden County Vocational School
Merchantville, N. J.

HOW CAN GRADUATES FROM A VOCATIONAL SCHOOL chemistry course successfully compete in industry with graduates from colleges and universities? Much can be said in answer. In brief, the vocational school graduate from a 3-year course learns to handle the specialized apparatus and follow the standard methods and procedures of the particular industry in which he will be employed. The student gets a great deal of the theoretical aspects in his related science work, but the major emphasis in the half-day spent in the laboratory is upon the actual chemical procedures and use of apparatus. As a result of this type of training, the vocational student when employed is at once an asset and not a liability to his employer. He knows what it is all about.

Two general courses of instruction can be given in chemistry. One such course is the *mechanical*, dealing with the physical testing of materials. This would embrace such work as the use of the various kinds of hydrometers, determination of Sayboldt and Kinematic viscosities, the several "flash and fire" apparatus, cloud and pout points, and other tests peculiar to the petroleum industry. Melting and boiling points; cryptometer and film gauge, screen test, babcock test; use and handling of chemical and biological microscopes; refractometer; colorimeter; colorimetric pH comparators, etc., are included.

This course is characterized by *hand technique*. Comprehension and manual dexterity in rigidly following printed directions will give correct results. It is a brief course, not over one year in length. It does not require a superior or older student for successful completion. This plan should be offered only where the local industries will employ a boy with such specialized training.

The *chemical* course, dealing principally with the chemical testing and analysis of materials, is another alternative. This course should also include work from the mechanical course. Here a judicious choice must be made between the relative amounts of physical testing



Camden County Vocational School chemistry lab.

and chemical analysis given the student. This choice must be correlated with the needs of the particular industries served.

The chemical work should consist of fundamentals of chemistry (usually review work), qualitative analysis for both cations and anions, with both macro and semi-micro procedures; quantitative analysis (including gravimetric, volumetric, electrometric); and elementary organic.

This course brings the student into intimate contact and experience with a number of specialized instruments used in the industrial laboratory and plant. At this point the present trend in instrumentation throughout all chemical industry should be emphasized. There are many instruments commonly used today which do not require a highly skilled chemist for operation. A high school graduate, trained on the job, can handle them successfully. They require, however, the services of a chemist for checking and standardization.

Highly technical in content, this course requires students of a particular type. Experience has proved that generally the high school graduates make the best qualified workers. They usually have had a year of chemistry and physics, they have had advanced mathematics, and, above all, they are mature. However, there are some students from the 9 to 11 grades with exceptional abilities who qualify as successful workers in industry.

This course should be completed in three school years, or about 1,600 shop hours. If the course is set up for high school graduates on an "accomplishment" basis rather than a "time" basis, the superior high school graduate could finish in two school years.

Instructors for this course should be college graduates (chemistry majors) with eight or ten years of industrial experience. The ideal instructor would be one who had worked in the industries where graduates from his course would be employed. Current experience in industry during the summer months should be emphasized. Teachers should start with the problems of the trade and go from there to the mathematics needed. They should keep in mind the fact that mathematics is just another tool to be used in planning and executing a job. In training vocational students for successful entrance into the trade, these considerations should lead to the employment of a graduate chemist to teach related mathematics and science. Such an instructor would present a different emphasis and viewpoint.

A minimum amount of oral instruction is used in the laboratory. Students prefer this type of instruction because it requires less personal energy on their part and they can place the responsibility for failing to understand upon the instructor.

A properly written and properly used instruction sheet definitely places upon the student the responsibility for his success. Increased self-reliance and development of a personal sense of responsibility are fostered as a result. The student must learn to succeed by following rigid printed procedures.

Finally, there is the importance of an industrial advisory committee. This group of "chief chemists" will make known to the chemistry instructor what kind and quality of work are desired, what specialized instruments are used, etc. When these facts are known and the eligible students are enrolled, the chemistry instructor can understandingly set the training course to properly prepare students for successful entrance into the chemical industries.

WOMEN IN INDUSTRY

(Continued from page 3)

group of 5 million, there were approximately 2¼ million families in which women were responsible for the total family income. These figures should be taken as only a very rough indication of the economic value to the family of the paid work done by wives and mothers since the data cover all women in families (such as adult daughters living at home) and include all types of income (wages, salaries, profits, dividends, interest, etc.).

To summarize the picture today, women have increased their participation in the labor market and broadened the scope of their working activity to the stage where they now represent a truly integral part of the American labor force. By abandoning their traditional concentration on the world of the home and establishing themselves firmly in the world of industry, women have created a situation where they now carry two major responsibilities.

What Is the Effect?

The effects of this new dual role on the women personally, on family life, and on the American labor market are, and will continue to be, of tremendous significance. We cannot now, of course, foresee all of the changes which will result, but undoubtedly there will be both desirable and undesirable changes. For the woman, her work means a new independence. For the family unit, the woman's work may represent a disruptive influence, especially by loosening the bonds of economic interdependence among the members of the family. Yet the family, and the nation as a whole, gain materially through the increased per-capita income resulting from the woman's work. In terms of a satisfactory family life, therefore, the economic gains of the woman's work tend to compensate for the disruptive influence resulting from her going out to work. In many cases, the balance may very well be in favor of the wife or mother having a job, particularly because a disproportionately large percentage of working wives and mothers come from low-income families. In fact, many low-income families have probably been kept together only because the women have gone out to work.

The Place of Women in Labor

There are relatively few pressures today for the formulation of a public policy on the place of women in our labor force. Neither the national birth rate nor our economic situation is now such as to raise much question regarding the desirability of women taking jobs. Of course, the problem of juvenile delinquency as related to working mothers has received considerable attention, but serious demands for women to leave the labor force have not been heard. In the event of a deteriorating economic situation or a sharply declining birth rate, we can probably expect a repetition of our experience during the 1930's when strong pressures were exerted to force women out of the labor market. The need for women to work may frequently be so important, however, that great care should be exercised to insure that the formulation of public policy on this subject is based on full consideration of all the aspects involved, rather than on mere haphazard guesses and emotions. Moreover, should we come to the stage where policy and action seem necessary, we should strive to remember our national principles of individual freedom and equality of the sexes.

Kansas' Governor Frank Carlson; Jean, Jackie, and Joan Adams (the FHA triplets) and C. M. Miller, Kansas State Board Director of Vocational Education.

The FHA Triplets

HELEN ANKENY
Kansas State Board for Vocational Education

WHEN SIXTY-FOUR YOUNG FUTURE HOMEMAKERS OF KANSAS received their State Homemaker degrees at the fourth annual state convention of the Kansas Association of Future Homemakers of America, an event which has never occurred in the history of the National FHA organization took place. And chances are, it will never happen again.

Among the 64 young ladies awarded the coveted degree were Jean, Jackie, and Joan Adams, triplet daughters of Mr. and Mrs. J. D. Adams of Garden City. The triplets, who will be 17 years old in June, are members of the Garden City FHA chapter. Already, as juniors in high school, they have had five years of vocational homemaking under the supervision of their instructor, Miss Thelma McClure.

Jean, Jackie, and Joan are interested and active in FHA, community, school and church affairs. They are members of the Red Cross, Youth Fellowship, Pep Club, Music Club, Rainbow Club, and the Girls' Athletic Club. They have been Girl Scouts for the past eight years. "Fun loving, dependable, and friendly, with positive personalities," is the way their teacher describes them.

All three girls are members of the Civil Air Patrol, although Joan refuses to go up in a plane. Both Jean and Jackie love flying, but they insist on going up together.

Together with their father, the triplets launched on a project last summer which has proved to be a profitable venture. Mr. Adams, with the help of the girls, opened a tea-room and drive-in called *The Corral*. The girls assisted in planning and decorating *The Corral*, and they help when they can with enthusiasm.

In constant demand as entertainers, the triplets sing, play the xylophone, and tap dance. All three plan to attend college, but they have not yet decided on their majors. Homemaking, they agree, will definitely have a place in their curricula.

Jean, Jackie, and Joan had a busy time when they were in Topeka attending the state convention. Interviews and pictures with Kansas' Governor Frank Carlson, interviews and pictures for the press, radio broadcasts, and convention program activities were included on their schedule.

Dr. Thomas Diamond Retires

Dr. Thomas C. Diamond.

DR. THOMAS DIAMOND, a man who is recognized throughout the United States for his devotion and contributions to the field of vocational education, will be retired from his post as head of the Vocational Education Department, School of Education, University of Michigan, next February.

Thousands of teachers, administrators, and leaders in vocational education have known the benevolent wisdom of Dr. Diamond's counsel and instruction. During his long and important career at the University of Michigan, Dr. Diamond has made significant contributions to the growth of vocational education. His untiring efforts during the rapid expansion of vocational education, shortly after the passage of the Smith-Hughes Act, have aided in no small measure the direction, scope, and wholesome growth of this field.

Dr. Diamond's pioneer work in foremanship and teacher training on the local level has been a continuing influence during the last 30 years. His work with both management and labor throughout his career has resulted in improved relationships between the two groups. He has cooperated with federal, state, and local school personnel on many problems dealing with education. His wise guidance is evidenced in national as well as state and community progress.

Born in Coatbridge, Scotland, on February 5, 1881, Dr. Diamond did not leave his native land until the age of 24, after completing his early education, serving his apprenticeship as a pattern-maker, and attending Coatbridge Technical College. While employed by the Allis-Chalmers Company in Milwaukee, Wisconsin, he enrolled in extension courses offered by the University of Wisconsin shortly after settling in the United States. His scholastic ability and leadership were quickly recognized by Dr. E. C. Elliott (then Director of Teacher Training at the University and later President of Purdue University), who offered him a full-time scholarship at the University in 1911.

Dr. Diamond's affiliation with the staff of the Boys Technical High School in Milwaukee as an instructor in 1913 was the beginning of his brilliant career in teaching. He went to the University of Wisconsin in 1916 as an instructor of industrial arts and in 1918 he was appointed to an assistant professorship.

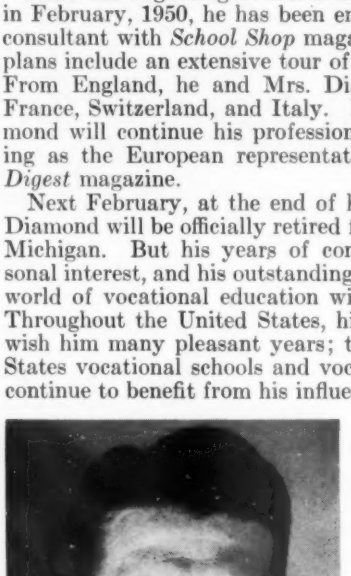
The year 1919 brought Dr. Diamond to the University of Michigan as an Associate Professor of Education. He earned his Master of Arts degree in 1926, in 1940 he was appointed Professor of Education at Michigan, and he has served as Head of the Vocational Department in this great university since 1942.

Concrete evidence of Dr. Diamond's versatility is found in the more than 75 articles which he has written in the past 25 years. He has also authored several books. He is a life member of the American Vocational Association and the Michigan Industrial Education Society; an honorary member of Iota Lambda Sigma and Mu Sigma Pi Fraternities; a member of the Michigan Vocational Association, Phi Delta Kappa; a past member of the Mississippi Valley Teacher Training Conference, and a member of the University Faculty Club of Michigan. He has been active in the National Association of Industrial Teacher Trainers.

AVA paid Dr. Diamond its highest tribute at the 1949 Convention, when he was awarded the Distinguished Service Citation.

Since the beginning of Dr. Diamond's furlough year in February, 1950, he has been engaged as an editorial consultant with *School Shop* magazine. His immediate plans include an extensive tour of England and Europe. From England, he and Mrs. Diamond will travel to France, Switzerland, and Italy. In England, Dr. Diamond will continue his professional activities by serving as the European representative of the *Education Digest* magazine.

Next February, at the end of his furlough year, Dr. Diamond will be officially retired from the University of Michigan. But his years of constant effort, his personal interest, and his outstanding success in his beloved world of vocational education will never be forgotten. Throughout the United States, his host of friends will wish him many pleasant years; throughout the United States vocational schools and vocational educators will continue to benefit from his influence and contributions.



Ralph C. Wenrich.

Ralph C. Wenrich, Michigan's Assistant State Superintendent of Public Instruction in charge of Vocational Education, has been chosen to fill the vacancy created by Dr. Diamond's retirement. Mr. Wenrich comes to the post of Head of the Department of Vocational Education at the University of Michigan with an outstanding background in this field.

Born in Lebanon, Pa., Mr. Wenrich earned his bachelor of science and master of science degrees in industrial education at Pennsylvania State College. He taught industrial arts in various schools in Pennsylvania, supervised and administered the vocational education program in Quakertown Public Schools, and administered the War Production Worker Training Program from 1937-1940. From 1940 to 1941 he served as Area Coordinator for the Pennsylvania State College,

(Continued on page 23)

THE AVA STUDIES FARM VETERANS EDUCATION

H. M. HAMLIN
Professor, Agricultural Education
University of Illinois

THIRTY-SEVEN PERSONS FROM 15 STATES, the Philippine Islands, and Israel participated in a school on research in the education of farm veterans held at Robert Allerton Park, University of Illinois, March 20 to 23, 1950.

The school was a project of the Committee on Research in the Education of Farm Veterans of the Agricultural Section, American Vocational Association.

States represented were Alabama, Arkansas, Georgia, Illinois, Indiana, Kentucky, Louisiana, Mississippi, Missouri, Nebraska, New York, Virginia, West Virginia, Wisconsin, and Wyoming. The Department of Agricultural Economics of the College of Agriculture and the Bureau of Research and Service of the College of Education assisted the Division of Agricultural Education of the College of Education in providing consultants from the University of Illinois for the school.

The work of three previous national conferences in Washington, D. C., in March, May, and July, 1949, was carried forward. Use was made of two publications resulting from these conferences: *A Guide to Studies of the Education of Farm Veterans*, and *Forms for Gathering Data in Studies of the Education of Farm Veterans*, both available from the Agricultural Education Division, College of Education, University of Illinois, Urbana. An exhibit of reports of studies brought to the conference by attendants was also used.

The conference group recommended that committees on research in veterans education be set up in each region and that the chairmen of these committees be added to the national committee. The Central Region has already provided a committee.

The group developed suggestions for four types of studies:

1. A study of the progress of veterans toward establishment in farming and in home and community life.
2. A study of methods of instruction used in the farm veterans program.
3. A study in the Central Region of procedures in veterans education involving an approach different from that in Study 2.
4. A national study, the specific nature of which is to be determined by the national committee, but probably involving items from Studies 1, 2, and 3 regarding which data could be gathered nationally.

It was reported at the conference that several states are providing part-time or full-time research workers in this field, primarily with the purpose of improving veterans education in these states. It was agreed that, although national and regional studies may be undertaken, some of the most fruitful studies may be made by states, or by institutions, or by individuals. The national committee wishes to encourage wide participation and a diversity of methods of attack, while securing all possible coordination of efforts.

The proceedings of the conference have been mimeographed and are available from the Agricultural Education Division, College of Education, University of Illinois.

A national project for the study of the education of farm veterans was launched at the Milwaukee convention of the American Vocational Association in December, 1949. Part of an appropriation of $1,000 from the AVA was used to hold a national conference on research related to future programs of agricultural education in Washington, D. C., March 1 to 4, 1949, one section of which was devoted to veterans education and its implications for future programs. A national committee on research in veterans education was set up at this conference, consisting of W. H. Martin of Connecticut, L. M. Sasman of Wisconsin, and H. M. Hamlin of Illinois, with R. E. Naugher as liaison man with the U. S. Office of Education. The AVA fund was again drawn upon for a meeting of this committee in May and for a work session of ten days in July and August, when six persons attempted to work out some of the details of studies in this field. Many colleges and state boards for vocational education have generously provided time and expenses for persons attending these meetings so that the AVA fund has served a much broader purpose than it was originally expected to serve.

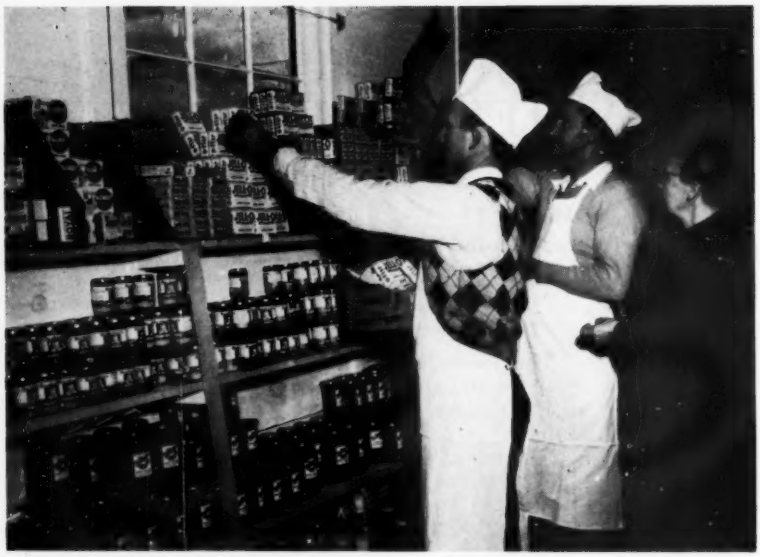
Time has also been generously given by the members of the staff of the Agricultural Education Service of the U. S. Office of Education and by representatives of the U. S. Department of Agriculture, the farmers' and veterans' organizations, the National Education Association, and many other national agencies.

The national committee has an advisory group consisting of J. W. Ackerman of the Farm Foundation, L. P. Bradford of the National Education Association, R. W. Jones and Carl Taylor of the Department of Agriculture, Wilbur Justi of the National Grange, C. H. Munson of the American Legion, H. B. Rowe of the Brookings Institution, and W. T. Spanton of the Office of Education.

$4,000 from the Sears Foundation has become available for the work of the committee and its associated regional committees. This fund is still intact.

Early efforts were made to interest foundations and governmental agencies in providing extensive funds for studies of veterans education, but these efforts have not yet been fruitful. At present, the profession is trying to carry the load, but there is a serious shortage of trained personnel with time and funds to accomplish what might be accomplished.

Approximately 25 studies have already been completed in this field, some of them rather extensive. Most of the work has been done thus far by graduate students. The studies which have been completed have little in common and their findings cannot be summarized together.



Display methods are practiced under the supervision of Mrs. W. E. Sims of Pelzer who has worked with rural merchants in Greenville County since 1938.

DE Reaches Rural Merchants

P. B. WATERS
South Carolina State Supervisor
Distributive Education

ALMOST TWO-THIRDS OF THE RETAIL STORES in the State of South Carolina are located in towns with a population of less than 5,000. The average store employs less than five persons; consequently, they are not prepared to offer a thorough program of personnel training. It is in this field that one of the greatest needs for training programs in distributive education exists.

An attempt to meet this need in the small towns and rural areas was begun in 1938 when the distributive education program was inaugurated. One of the teachers, Mrs. W. E. Sims of Pelzer, who started to work in this program at that time, has been on the job in Anderson and Greenville counties continuously ever since. Her program has grown from a part-time to a full-time job which provides for supervision of class members on-the-job in addition to class time.

During the year 1948-49, nine itinerant distributive education teachers worked entirely on an itinerant basis. Five of this number worked primarily with merchants in small towns and rural areas. One of the five teachers worked mostly with the larger towns, and a small part of her work was with the smaller towns. These teachers conducted about 75 classes with a total enrollment of 1,782.

A modern crossroads store whose owner, a former clerk, is continuing to attend DE classes.

In some cases the groups met in vocational classrooms in the nearest high school; elsewhere the classes met in the stores where the students worked, often after the closing hour. However, each year more of the classes meet during store hours, arrangements being made for people who attend the classes to be excused from work for the required time. Whenever possible, the teachers take advantage of slack business hours.

The materials used by the teachers for such classes are based on the problems of the persons enrolled in the class and include such subjects as display methods, personality development, merchandise information, and general salesmanship. After the class sessions, which usually meet once each week, from 6 to 10 weeks, the teachers work individually with the students. This follow-up enables the teachers to discover other problems and sometimes to help in their solution.

The teacher-trainer and the State Department of Education work together in developing the teaching content for the classes. Short unit workshops for the teachers have proved effective in helping the teachers carry out their activities.

The people who own and operate small retail businesses, especially in the Piedmont section of the state, have given this program excellent support. Many people who live in the rural areas or small towns of this section work in the cotton mills and do much of their trading at nearby stores and crossroad filling stations. Many of these stores do a large volume of business, and they usually welcome any opportunity for training that will make their salespeople more efficient.

Usually there is a rapid personnel turnover in these stores because the young people who start out working near their homes usually obtain employment in the larger stores in nearby cities. The training provided in the rural areas is not only beneficial there, but enables the trainees to become more successful when they reach the larger merchandising units.

What Industrial Arts Teachers Should Know About the AVA

DR. ROY G. FALES
Vice President for Industrial Arts Education
American Vocational Association

DR. ROY G. FALES
Vice-President
Industrial Arts

THE AMERICAN VOCATIONAL ASSOCIATION is a strong and mature national organization of vocational and practical arts educators which has held annual conventions for the last 43 years. The association maintains offices in Washington under the supervision of L. H. Dennis, Executive Secretary.

The Industrial Arts Section is an ever-growing group of leaders who see advantage in being closely allied with the leaders in vocational education. The close relationship which has been developed serves to strengthen both types of work. Industrial arts as a prerequisite to vocational education presents an entire program for pupils who like to work with tools and materials of industry.

The purposes of the American Vocational Association, according to its constitution, include the following:*

"To establish and maintain active national leadership in the promotion of all types of vocational and industrial arts education, including guidance services and directed work experience for youth and adults.

"To encourage further development of programs of education related to vocational education, including industrial and other forms of practical arts."

In order to implement these two objectives, the Industrial Arts Section was organized many years ago under R. W. Selvidge as its first vice-president. Since that time other outstanding educators, including Homer Smith, Arthur B. Mays and Frank Moore, have served one or more terms as vice-president. The section has grown from a mere handful of teachers and supervisors to a group which varies in size from 150 to 500 in attendance at annual meetings, depending upon the section of the country in which the convention is held.

This year an industrial arts man, Frank Moore, Director of Industrial Arts in the public school system, Cleveland, Ohio, was elected president. He is well known as an industrial arts man throughout the country and deserves the support of all industrial arts teachers.

Membership in this organization is open to any teacher, supervisor, director, teacher or student in training who wishes to join the group. State vocational associations and industrial arts organizations are urged to affiliate with the parent body.

The achievement of the Industrial Arts Section is dependent upon the interest and energy of its membership. The Executive Committee of the American Vocational Association has come to the assistance of the Industrial Arts Section upon many occasions and will do so more frequently as the membership of this section develop projects for consideration. Cooperation of the Executive Committee with the Industrial Arts Section is excellent, and there is very good evidence that they stand ready to assist in the development of industrial arts education in proportion to the activity of the industrial arts membership.

The membership of the Association has grown to something over 32,000 persons. It is estimated that there are approximately 31,000 industrial arts teachers in the country. If a large percentage of these teachers were to become members of the Association, pooling their resources, experiences and efforts, industrial arts undoubtedly would receive a greater forward surge as a result thereof.

Officers of the AVA

The constitution provides for a president, secretary and treasurer. It also provides for "one vice-president for each division having a membership of 500 or more." The Industrial Arts Section will unquestionably always have a vice-president.

Executive Committee

The AVA governing body consists of the president, executive secretary, treasurer and a vice-president for each division. There are six divisions: agriculture education, business education, home economics education, industrial arts education, trade and industrial education, and vocational guidance. This body, operating like a board of trustees, formulates the major organization and procedure of the association.

Advisory Council

In 1949 an advisory council was organized: "(1) to provide a clearing house for ideas relative to the AVA policies and practices and to advise the AVA in such matters; (2) to provide opportunity for wider participation of membership in the affairs of the Association; (3) to prepare to make recommendations on matters proposed by the committee; (4) to function as an advisory body rather than an executive body." Industrial arts was represented last year by Roy G. Fales.

House of Delegates

Most of the business of the Association is transacted by the House of Delegates. This body consists of duly paid members who are affiliated with a state vocational association. "Each affiliated state vocational association is entitled to one membership in the house of delegates for each 100 paid-up members or fraction thereof for the previous year." Industrial arts members may be designated as delegates by their own state association.

Industrial Arts Teachers Can Be Effective

Industrial arts membership is therefore represented by its vice-president in Executive Committee, by an individual appointed to the Advisory Council, and by

*N.B.: All quotations are taken from the AVA Constitution.

delegates representing industrial arts interests in the various states. This gives industrial arts people channels through which to communicate with the controlling groups in the AVA and opens the way for every member to write to any of the groups offering advice or making suggestions according to the best interests of industrial arts.

Industrial Arts Section Organization

The Industrial Arts Section has operated according to the constitution of the American Vocational Association. The vice-president has a responsibility in Executive Committee for advancing industrial arts work. It has been common practice for the industrial arts vice-president to nominate a program chairman who has taken the responsibility for a very large part in the planning of the program for each convention. For years it has been accepted practice to ask outstanding industrial arts people to appear before the convention groups and discuss association matters, classroom procedures, and organization problems according to the apparent needs of the membership. There have been no other officers or officially appointed persons connected with the Industrial Arts Section. A plan for better organization is being developed to include other officers as the demands warrant. Standing committees can be appointed. Temporary committees can be named. The composition of these committees and the problems pursued will depend very largely upon the energy, interest and thought which are forthcoming from industrial arts teachers and leaders.

Industrial Arts Policies and Planning Committee

Several years ago a small group of interested men met informally for the purpose of developing proposals and plans which would further industrial arts interests. Each year has seen some progress in the growth of this organization. This committee has been representative of a very large number of persons and interests. Some persons have met with the committee officially; others have been invited without official appointment. The names of some leaders who have participated in the work of this committee and who are not now members are as follows: Lawrence F. Ashley, William T. Bawden, Roy G. Fales, J. C. Grove, DeWitt Hunt, John R. Ludington, Claude E. Nihart, Fred Schmidt.

There has been an attempt to develop a committee of 16 members, with two members leaving and two members being inducted annually. Complete success in this matter has not been attained, due to resignations and other uncontrollable reasons.

The official membership of this committee at the time of the Atlantic City Convention, December 1949, was as follows: Dewey Barich, Head, Department of Industrial Education, Kent State University, Kent, Ohio; Clyde Bowman, Dean, Division of Industrial Education, Stout Institute, Menomonie, Wisconsin; Shriver L. Coover, Director, Industrial Arts Department, State Teachers College, California, Pennsylvania; George B. Cox, Head, Department of Industrial Engineering and Industrial Arts, State College, Corvallis, Oregon; Emanuel E. Ericson, Professor of Industrial Arts, Department of Industrial Education, University of California, Santa Barbara College, Santa Barbara, California; Chris Groneman, Head, Department of Industrial Education, Agricultural and Mechanical College of Texas, College Station, Texas; Ivan Hostetler, Director, Department of Industrial Arts, North Carolina State College of Agriculture and Engineering, University of North Carolina, Raleigh, North Carolina; G. Wesley Ketcham, Supervisor of Industrial Arts, Bureau of Youth Services, State Department of Education, Hartford, Connecticut; Arthur B. Mays, Head, Department of Industrial Education, University of Illinois, Urbana, Illinois; Stanley J. Pawelek, Director of Industrial Education, Board of Education, Baltimore 18, Maryland; Kenneth F. Perry, Head, Division of Education, Colorado State College of Education, Greeley, Colorado; Verne L. Pickens, Director, Division of Practical Arts, Vocational and Family Life Education, Board of Education, Kansas City, Missouri (1840 E. 8th St.); G. Harold Silvius, Chairman, Industrial Education Department, Wayne University, College of Education, Detroit 1, Michigan; Homer J. Smith, Head, Department of Industrial Education, University of Minnesota, College of Education, Minneapolis 14, Minnesota.

Each one of the above persons is a present member of the National Industrial Arts Policies and Planning Committee to whom and through whom problems of planning, research and organization may be presented.

On December 10, 1949 a nominating committee proposed to the industrial arts membership attending the meeting that four persons be elected for membership to the IAPPC. These names will be retained for filling vacancies in the committee as members retire or resign from the committee.

At the Atlantic City meeting of the IAPPC three committees were appointed for the purpose of conducting certain phases of work for the committee. S. L. Coover was appointed to draw a tentative constitution. Dewey Barich was appointed as chairman of a committee to lay plans for contacting industrial arts teachers throughout the country for the purpose of developing a more united front. This committee might be considered a membership committee. Wesley Ketcham was appointed as chairman of a committee to develop a statement regarding industrial arts work which industrial arts teachers will accept and which the American Vocational Association will be glad to adopt. G. Harold Silvius is the industrial arts representative to the AVA Research Committee. These men will be pleased to receive suggestions from any industrial arts person in the country who wishes to make proposals or suggestions.

IAPPC Cabinet

In order to expedite the work of the committee of 16 the committee members agreed to the appointment by the vice-president for industrial arts of a cabinet of three or four persons who could meet at the AVA offices for a two-day session midway between the convention meetings. On February 28 and March 1, 1949, the cabinet met for the first time. The cabinet consisted of Roy G. Fales, Chairman, and DeWitt Hunt, Stanley Pawelek, Verne Pickens. John Ludington and Frank Moore were ex-officio members. The American Vocational Association defrayed the expenses of cabinet members who had to travel any distance. During the spring of 1950 another cabinet meeting was held. Up to the present time this cabinet has been selected jointly by the vice-president and the committee. This procedure will probably be followed until such a time as the IAPPC and the Industrial Arts Section conjointly adopt a constitution which provides for a different method of operation.

Publications

The American Vocational Association throughout the years has made many contributions to industrial arts work. Among the publications which have had wide distribution are: *American Vocational Association—*

(Continued on page 23)

Instructional Materials for Diversified Occupations

GEORGE E. KOHRMAN
Missouri State Director
Industrial Education
and
WALTER C. BROWN
Ass't Professor, Industrial Education
University of Missouri

WITH THE EMPHASIS ON LIFE ADJUSTMENT EDUCATION in the secondary schools and the desire on the part of school administrators to expand curricular offerings, the diversified occupations programs will almost certainly increase considerably in the next few years. Accompanying this increase will be a magnification of the problem of developing instructional materials for diversified occupations programs. In most schools coordinators readily agree that the lack of adequate and useful instructional material is the biggest problem in operating a successful diversified occupations program.

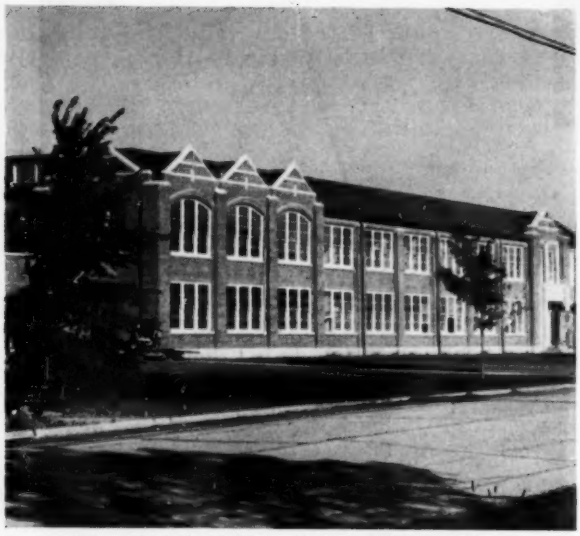
In order to meet the needs of employed student-learners enrolled in diversified occupations programs, two types of related instruction must be provided. The first is instruction which is needed by all young workers as a group, here referred to as general-related information. This material deals with personality, economic problems, employee-employer relations, future opportunities in the occupation, and similar matters. The second is instruction which is specifically related to the student-learners employment and necessary for satisfactory adjustment and progress on the job.

It is apparent that the general instruction can be given on a group basis, but the specific instruction must of necessity be given on an individual basis. Few materials have been written for special use in diversified occupations, either for general or specific instructional purposes. Therefore, in selecting material for assignments, it is usually necessary to select from several sources in the field.

The materials described in this article are the result of fifteen years of experience in developing and using instructional materials in diversified occupations programs in Missouri. Courses of study, developed in Missouri, which are specific in nature are made up of assignment sheets with objective type questions and accompanied by a "Key to Questions" for the coordinators' use in scoring the students' work. The general-related course of study embodying material studied by all students is made up of assignment sheets incorporating discussion type questions. This provides for a wholesome group discussion of the general-related material and effective individualized study of each student's specific occupation.

General-Related Study Guide. The general-related study guide for student use contains a section addressed to the student which serves as an orientation to the use of the material. This is followed by a number of assignment sheets. Each assignment sheet contains a brief introductory statement, a definite assignment as to readings and other learning activities, questions for discussion, and several problems and projects for class activity. To accompany the students' manual, a teachers' manual has been prepared to assist the coordinator in presenting and checking each assignment. Suggestions to the coordinator in the use of the material are made in the front of the manual. A chart is given dividing the references into three groups, those required for first year, second year, and desirable additional references. Only twelve references are required for first year students and may be purchased by schools for approximately five dollars per set. Each assignment is then broken down in the teachers' manual as follows:

(Continued on page 23)



Arts and Crafts Building, Central Michigan College.

Central Michigan's living-dining room.

Food lab at Central Michigan, with raised unit at right.

Procedures for—

Equipping Home Ec

ROSE HOGUE

Central Michigan College of Education
Mount Pleasant, Michigan

OF UTMOST IMPORTANCE in planning home economics departments in colleges is the necessity to include the most minute details in specifications. Lists of equipment should be carefully checked. And it is helpful to discuss all proposals with students.

At Central Michigan, the home economics department is located in the Arts and Crafts Building. The group of offices for the home economics faculty are decorated in holland green and yellow, with limed oak furniture, which is used throughout the department. Desks are made in sections which may be used together or separately.

The living room is the social center for students and faculty and is used also for dining purposes. The appointments are modern and colorful. Here the light furniture blends with soft grey carpeting, sectional lounges of green, and chairs in harmonizing shades of rose. Students study buying of carpeting, upholstered furniture and its care, and use various types of vacuum cleaners and attachments. This room is also used for the study of furniture arrangement.

Table appointments such as linens, glassware, chinaware, and silverware have been chosen cooperatively with students in order to provide buying experience.

One of the unit kitchens in the large food laboratory area is equipped like a home kitchen for meal preparation and service. Other unit kitchens are equipped on various cost levels. One unit is on a raised platform for demonstration purposes (see photo) and the room is arranged so that the audience can be seated in the center. Large quantity cooking and food preservation equipment is located in this laboratory.

A unique feature of Central Michigan's home economics department is the general homemaking room which is similar to the one-room homemaking departments in Michigan's high schools. Seniors work here in connection with their student teaching and they call it the methods room. Superintendents visit this laboratory to find ideas for planning new and remodeled high school departments. A living room area, meal preparation, clothing units, equipment for teaching child care, home nursing, etc., are features of this workshop.

Students enjoy working in the attractive clothing room. With large triple mirrors, this room has plenty of floor space for various arrangements of tables and sewing machines, etc. Here the students turn out professional looking garments and study fabrics.

Seniors at Central Michigan will help to plan the furnishings for a new home management house. They will buy in keeping with a budget and, at the same time, emphasize artistic arrangements, color, line, and design.

It is through this practical cooperation of students, faculty, and tradesmen that Central Michigan has been enabled to develop a home economics department which is well equipped to train future homemakers and teachers.

Eomics Departments

SOPHIA REED

Western Michigan College
Kalamazoo, Michigan

THE HOME ECONOMICS DEPARTMENT at Western Michigan College was moved into up-to-date quarters in beautiful McCracken Hall in September, 1949. The Home Economics department and Art department occupy the third floor.

The teacher training program in Michigan consists of home and family life education in which all phases of homemaking are stressed. The training of homemakers, teachers, home economics women in business, and dietitians, is reflected in the type of furnishings and the type of rooms at Western Michigan.

There is a beautiful combined living room and dining room in which art, social adjustment, and family living are stressed. The furniture was made in Michigan prisons and the Chinese hangings and ornaments were purchased by the alumnae.

The foods work is taught in two connecting foods laboratories, one consisting of six unit kitchens, the other containing four. A small room in the basement will be equipped for animal experimentation for the dietetics and nutrition work. There is a uniform room equipped with lockers. The students get ready for work in the foods laboratories in this room.

Home Nursing is taught in a one-room apartment which is also used as the Home Economics library. Most of the furniture in this room was made by local workmen. It is painted in harmonizing shades of blue. Brightly colored cushions and attractive prints add interest.

Textiles, home furnishing, and part of the home management work are taught in a textile laboratory which is equipped for elementary testing of material. There is a house in which the residence work in home management is taught. Two connecting clothing laboratories, which are equipped for teaching clothing selection, all types of clothing construction, and child development, are featured. A modern laundry, which is easily accessible to the food, textile, and clothing laboratories, is a much used room.

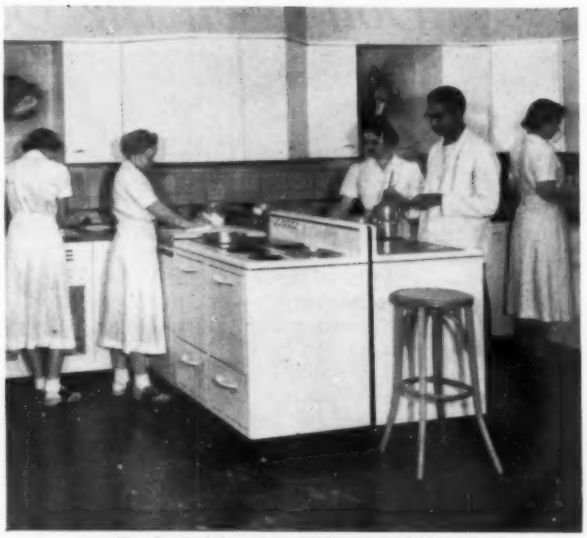
Visual aids and lecture work are given in a lecture room equipped with a movie machine and other visual aid material. This room is shared with the Art and Occupational Therapy departments.

Each room is provided with a variety of equipment. Adequate and various types of storage have been provided for each room. Some of the cabinets from the old department were moved and repainted to harmonize with the new rooms. Soft shades of chinese red, rose, gray, green and blue are used throughout the department.

The directed student teaching is taught in the teacher-training centers at the campus training school and Paw Paw.

Western Michigan's clothing laboratory.

A demonstration of tea service at Western Michigan.



The foods laboratory at Western Michigan.

Fig. 1.—The use of the demonstration mirror mounted at an angle of 45 degrees facilitates viewing materials and tools on the working surface of the demonstration table.

Don't Sell the Demonstration Short!

SHOP TEACHERS USE AND RELY upon the demonstration as one of the most effective teaching aids. Yet there is a questioning of the importance of the demonstration as a training aid, especially among younger teachers or those in pre-service training. Much emphasis has been placed in recent years on other audio-visual aids such as motion pictures, filmstrips, models, charts, etc. Hence, we sometimes find teachers trying to use these newer aids to help teach lessons where the demonstration, if properly conducted, could serve the instructor to better advantage.

"What's wrong with the motion picture?" you may ask. There is nothing wrong with motion picture, *per se*, if the teacher understands its limitations and its advantages. The same is true of the demonstration.

The instructional motion picture is an inflexible teaching medium inasmuch as the instructor must use it exactly in the form in which it was released by the producer. You cannot cut anything out or change as little as one word on the sound track. If it does not approach the problem in exactly the way that you, the instructor, feel that the material should be presented, you must, through your introductory remarks prior to showing the film, point this out to the students. Furthermore, it is somewhat difficult to find motion pictures which have been produced to aid the instructor in teaching students skills in the industrial field. Some films were produced during the war, notably in the machine-shop area, but, other than these, there are few available.

The instructional film does have the advantage that the *entire* class, of say twenty-five, can see *all* of each step at the same time. However, probably the entire class is not ready to perform the same operation at the same time, due to individual differences in speed and

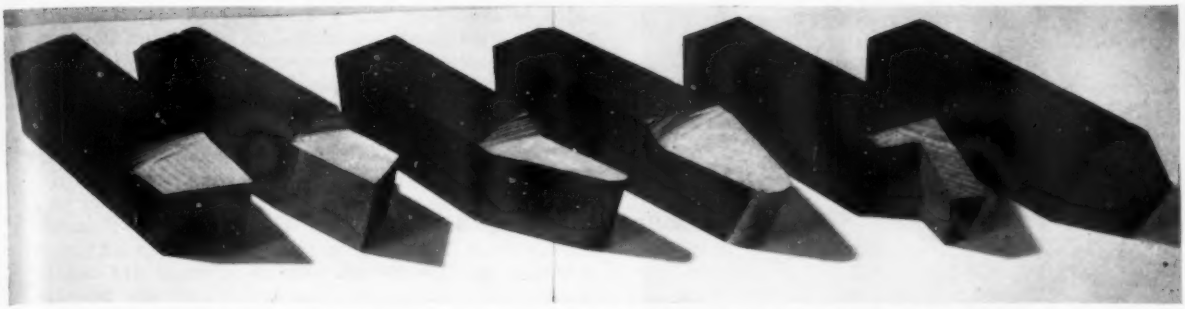


Fig. 2.—These lathe tool models, several times the size of the actual tool, enable the student to get a good idea of the exact angles and shape that the tools should be ground.

performance. Many teachers make the mistake of correlating the demonstration of new operations to the fastest one or two students in the class, forgetting that, unless the demonstration is followed immediately by the student actually performing what he has seen, he will not remember how to do the operation.

The class demonstration, then, whether given by the instructor or by the medium of the sound motion picture, is generally not a good medium to aid the instructor in teaching students operational information. A better teaching procedure would seem to be a demonstration given to a group of from two to eight or ten students who will follow up the demonstration immediately by performing the operation themselves, who are arranged so that each person can see, and who, along with the instructor, may ask questions at the most opportune times.

Sometimes it is necessary to use the class demonstration; e.g., in getting an entire class under way at the beginning of the semester, or in starting a new unit of work during the course. In such cases it might be an advantage to have a mirror mounted over the bench or table at a 45-degree angle so that the students can readily see the tools and materials on the working surface (Figure 1). Here, too, the mock-ups or models of small tools may help the students to see the correct shape of the lathe tool (Figure 2) or the intricacies of the parts of a piece of type (Figure 3). The blackboard and charts may also be used to supplement the demonstration.

Preparation Technique

Before presenting a demonstration be sure that you have prepared for it by checking the machine or hand tools that you will use, that you have practiced the demonstration so that you can present it skillfully, and that you are timing it so that those students who see it will follow it up immediately. Repeat the demonstration more than once to small groups in the same class if necessary.

The following general points have been found helpful in presenting the demonstration: Arrange the students so they may all see and hear, explain the purpose of the lesson, perform the demonstration at a rate that will permit the students to see exactly what is taking place, talk to the class, ask questions of the class, have students participate, stress safety practices, repeat parts of the demonstration if necessary, and check the results of the demonstration against the plan.[1]

[1] Gordon O. Wilber. *Industrial Arts in General Education.* Scranton: International Textbook Co., 1948. Pp. 121-123.

DAVID P. BARNARD
Instructor, Audio-Visual Education
The Stout Institute
Menomonie, Wisconsin

There are some purposes for which the demonstration is definitely inferior. For example, when teaching general, technical, and guidance information topics, the motion picture or filmstrip can be an excellent aid for the teacher. Here the series of still pictures or motion pictures may be used to form the "core" of the lesson, the instructor will find that motivation is increased, the lesson is visualized and vitalized, and the questions and discussion which ensue provide a rich learning experience. In teaching related information it is usually desirable to teach the entire class as a unit. Many more films of the related information type are available, through free loan and rental, than are available to teach specific operational information.

Remember that the shop demonstration utilizes all five senses: hearing, sight, touch, smell, and, in some cases, taste; that it is a medium where the students and the instructor can set the pace and allow for individual differences. Timing, or correlating the training aid, whether a demonstration or some other audio-visual aid, is of the utmost importance if effective learning is to take place.

Don't sell the demonstration short!

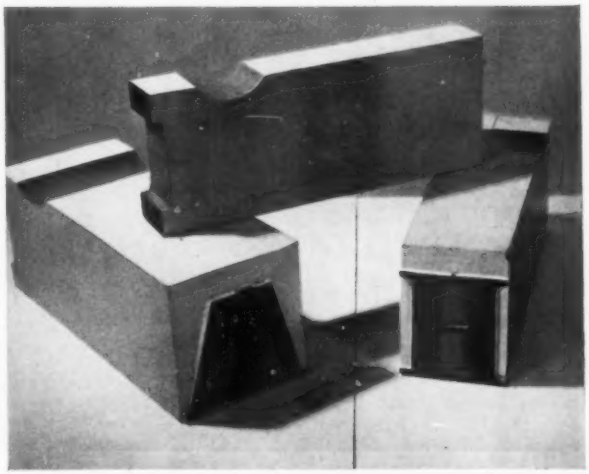


Fig. 3—It helps in teaching printing to use these large models of type.

Vocational Education in Australia—

Sydney Technical College Trains 70,000

ANGUS BRAMMAL

WITH MORE THAN 70,000 STUDENTS on the roll, Sydney Technical College now claims to be the largest technical college in the world. The remarkable growth of the college in recent years reflects the heightened industrial pace of Australia and the ever-rising demand for trained men in a score of different fields.

The college's main section is at Ultimo, about a mile from the G.P.O., Sydney, New South Wales, which, with a population of 1,500,000, is Australia's biggest city. The 70,013 on the roll at the Sydney "Tech" are made up of 27,818 day students, 23,825 correspondence pupils, and 18,370 Australian Commonwealth Reconstruction Training Scheme students. The latter are ex-servicemen and women who receive free training under the Federal Government's rehabilitation scheme established towards the end of World War II.

Demand for training is so great that the dozens of buildings, some more than 60 years old, in the 15-acre site of the main college are not enough to accommodate all the students. The overflow is housed two miles away at Darlinghurst in what was formerly a convict-built jail, now thoroughly modernised and surrounded by flower gardens.

Since World War II, applications for admittance to Sydney Technical College have been coming in large numbers from neighbour Asian countries such as India, Pakistan, Malaya and Ceylon. There are also students from the Pacific Islands.

Sydney "Tech" has the distinction of being the only technical college outside Britain recognised by the British Royal Institute of Chemistry and the Royal Institute of Chemical Engineers. Anyone holding the Sydney diploma in chemistry or chemical engineering may become an associate of either of these world-famous institutes.

The college has been recognised by the Australian Federal Government as an approved research centre. "Tech" scientists are working on projects ranging from high-vacuum research to synthetic fuel manufacture and optometry. U. S. and British scientists have said that the college's optometrical clinic has the best equipment in the southern hemisphere.

Sydney students may take diplomas in 29 subjects ranging from accountancy to secondary metallurgy, or they may qualify in 183 other subjects, from agriculture to "white work." Graduates are to be found in practically every industry in Australia. One "old boy," Dr. W. E. Purnell, is head of the United Nations Scientific Research Division in Paris.

The college's instructional staff of 524 is headed by Dr. R. K. Murphy, Chem. E. (Columbia), Doctor of Engineering (Darmstadt), MI. Chem. E., A.S.T.C., A.A.C.I., and holder of the 1935 jubilee medal for the chemistry profession.

Professor H. J. Brown, co-ordinator of research at the college, controls equipment including the electron microscope, which has 50 times greater magnifying power than any optical microscope in Australia.

The physics and optometry department, headed by

PHOTO BY J. LAZERN

The Sydney Technical College Library boasts 31,000 volumes.

Mr. G. H. Godfrey, houses a fine collection of high-precision measuring and weighing instruments and an elaborate range of optometrical testing devices.

In the mechanical engineering trades section, 5,300 boys and young men—including hundreds from Sydney's major industries—train under conditions unsurpassed anywhere. The supervisor is Mr. John Danks.

Row upon row of practically every type of machine used in modern industry—and many not yet in general workshops—are available to students in this section. Worth an approximate total of £A100,000, there are 100 lathes, 110 electric welding bays, milling machines, grinders, die sinkers, slotters, shapers and dozens of other machines. The growth of this section has been phenomenal. Since 1939, the number of students has grown 400 per cent. and floor space has increased by 800 per cent.

The Australian-built New-Visby lathe is claimed to be the most modern of its type in the world. It has its gearbox incorporated in the head, enabling speedier and more efficient operation.

The department's thread-grinding machine, which cost about £A8,000, has its own refrigeration unit. Built into the body of the machine and electrically operated, the unit keeps the cutting coolant or lubricator at an even temperature, and prevents expansion and contraction which would cause thread faults.

The great workshops even have a colour theme of their own. The monotonous drab-and-whitewash of many factories is not seen at Sydney "Tech." Machines are painted in colours specially created by an Australian paint firm—spotlight buff, lagoon green, and horizon grey. The soft colours soothe the eyes of students who work all day at the lathes and grinders and greatly reduce workshop fatigue.

Training equipment in the aircraft section is very up-to-date. There is even a Rolls-Royce Derwent Mark V jet engine which has been sectioned to show the workings of one of Britain's finest aero products.

The loft contains a miniature shipyard, where young artisans lay out the hulls of boats and look over designs which have been the inspiration of shipbuilders for centuries past.

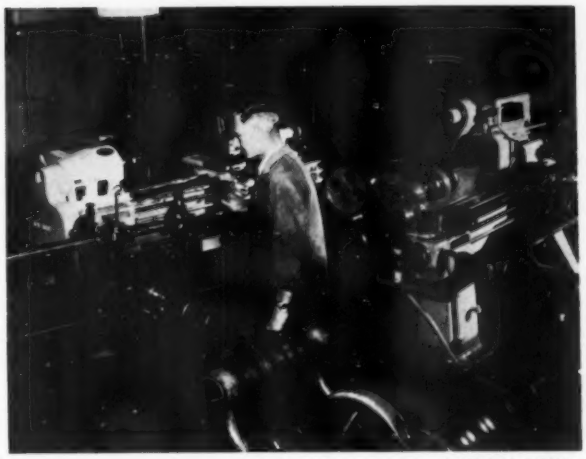


PHOTO BY J. LAZERN

A corner of the machine shop in the engineering trades section at Sydney Technical College.

The wool industry's value to Australia is reflected in the sheep and wool department, headed by New Zealand born Dr. Patrick McMahon. Organised instruction in sheep husbandry and preparation of wool clip for market was offered by the college for the first time in Australia in 1891. From 16 students and one instructor in that year, the number has grown to 1,200 pupils and 40 teachers.

A degree course, now being arranged in association with the newly established New South Wales University of Technology, will provide a comprehensive "wool education" for trade buyers, brokers, senior executives and research workers within the industry.

The library of 31,000 books and 2,700 current periodicals includes a complete file of British and Australian standards.

The role of Sydney Technical College is yearly becoming increasingly important in Australia's expanding industrial economy.

PHOTO BY J. LAZERN

The importance of wool to Australia is reflected in the sheep and wool department of Sydney Tech where 1,200 students were enrolled this year. Students are working at wool-classing.

SELECTED MATERIALS ON SAFETY IN DISTRIBUTIVE EDUCATION

ROY FAIRBROTHER
Wisconsin State Supervisor
Distributive Education

The Boston Store

Accident Prevention Safety Rules For Supervisors (A Printed Card)
Play Safe! (A Poster)

L. S. Donaldson Company

Vacation Hazards (A mimeographed news sheet)
Falls (A Poster)
For Good Posture (A Poster)
You Can't Get Suntanned in One day! (A Poster)

Wm. Filene's Sons Company

Operation—Filene's Stages Six-Week Safety Campaign for Employees (S. M. News Bulletin, June 1944)
Safety Talks (A mimeographed bulletin issued monthly)
Safe Practices for Store Employees by Departments (A bulletin, 12 p.)

Hardware Mutual Casualty Company

Your Part in Our Safety Program (A booklet, 12 p.)
First Aid Suggestions (A booklet, 10 p.)
The Driver's Handbook (A booklet, 15 p.)
Fire Prevention Guide (A booklet, 19 p.)
Your Part in Our Safety Program (A booklet, 14 p.)
Motorist's Handbook—Your Guide to Safe Driving (A booklet, 15 p.)
Safety Standards (A printed page on following subjects):
- Safe Practices for Pump House Operations
- Safe Practices for Petroleum Products Storage Tanks
- Safe Practices for Unloading Tank Cars
- Safe Practices for Tank Truck Loading
- Safe Practices for Gasoline Delivery
- Safety Rules for Dismounting and Mounting Truck Tires
- Control of Automobile Garage Shop Hazards—Management Responsibility
- Control of Auto Garage Shop Hazards—Employee Instructions
- Standards for Gasoline Delivery
- Safety Shoes and Foot Protection
- Face Shields—For Face and Eye Protection
- Eye Protection—Safety Goggles
- Safety in the Use of Ladders
- Safety Standard—Stairs
- Railings—Toe Boards
- Portable Fire Extinguishers
- Safety in Servicing Electric Home Refrigerators
- Helpers on Milk Wagons, Delivery Trucks, etc.
- Bottling Hazards—Carbonated Beverage Industry

Hazard Spot Card (A printed card on which an employee is asked to check every step of every job against hazard spots)
Preliminary Accident Report, Witness Cards; Emergency Request Form (An envelope containing these forms to be used in case of accident)
Report of Accident Investigation (A printed blank form)
Supervisor's Accident Report (A printed blank form)
Safety Organization—Safety Inspection Report for Use in Industrial Plants (A printed blank form)

Liberty Mutual Insurance Company

How Can I Lift Safely? (A printed pamphlet, 4 p.)
"What Can I Do about Accident Prevention?" (A printed pamphlet, 4 p.)
"How Can I Work Without Falling?" (A printed pamphlet, 4 p.)
Why Should I Be a Smooth Driver? (A printed pamphlet, 4 p.)
Why All the Shouting about Accident Prevention? (A printed pamphlet, 4 p.)
How Can I Lift Safely? (A printed pamphlet, 4 p.)
How Can I Help the Other Guy To Work Safely? (A printed pamphlet, 4 p.)
"How Can I Protect My Feet?" (A printed pamphlet, 4 p.)
Why Do People Fall? (A printed pamphlet with illustrations, 4 p.)
Why Break Your Neck? (A printed pamphlet with illustrations, 4 p.)
Why Strain Yourself? (A printed pamphlet with illustrations, 4 p.)
Production Through Safety (A printed pamphlet, 4 p.)
Smooth Driving (A printed pamphlet, 4 p., on following subjects):
- After an Accident
- The Proof of the Pudding
- Brass Tacks
- Basic Accident Prevention Organization

What Everyone Should Know about Falls of Persons (A printed card)
First Aid Is Important (A printed pamphlet with illustrations, 4 p.)
Tricks of the Trade (A booklet, 10 p.)
Two Important Causes of Strains (A printed pamphlet with illustrations, 4 p.)
What Can You Do About Falls? (A printed pamphlet with illustrations, 4 p.)
The Common Sense of Safety (A 4 p. bulletin in four parts as follows):
- Part I. What Is an Accident?
- Part II. The Common Sense of Safety
- Part III. Best Methods
- Part IV. Putting Best Methods to Work

Safety Instructions (A printed card)
What Everyone Should Know about Lifting (A printed card)
What Everyone Should Know about First Aid (A printed card)
Safety Instructions to Employees (A printed card)

Marshall Field & Company

Summary of Accident Causes for the Year 1948

Montgomery Ward & Company

Safe Practice Standards (Pages 15-27 included in the Store Manual)

National Paint, Varnish and Lacquer Association

Bibliography of Fire Prevention and Fire Protection Regulations—The Story of the National Fire Protection Association (A printed booklet, 12 p.)

National Retail Dry Goods Association

Accidents—Their Cause and Cure for Store Personnel
Accidents—Their Cause and Cure for Customers

National Retail Furniture Association

Steps To Avoid Missteps in Your Warehouse (A reprint of article in *National Furniture Review*, Jan. 1948)

Sears Roebuck & Company

Look Out! (A pamphlet, 4 p.)
Prevention of Accidents—Supervisory Handbook (a book, 24 p.)

Wisconsin Hotel Association

How Can I Work Without Falling? (A paragraph included in weekly newsletter, January 3, 1949)

PUBLISHERS AND DISTRIBUTORS

The Boston Store, Milwaukee, Wisconsin
L. S. Donaldson Company, Minneapolis, Minnesota
Wm. Filene's Sons Company, Washington, Summer, Hawley, Franklin Streets, Boston 1, Massachusetts
Hardware Mutual Casualty Company, 200 Strongs Avenue, Stevens Point, Wisconsin
Liberty Mutual Insurance Company, Boston, Massachusetts
Marshall Field & Company, Chicago, Illinois
Montgomery Ward & Company, Chicago, Illinois
National Paint, Varnish and Lacquer Association, Inc., 1500 Rhode Island Avenue, N. W., Washington 5, D. C.
National Retail Dry Goods Association, 101 W. 31st Street, New York, N. Y.
National Retail Furniture Association, 666 Lake Shore Drive, Chicago 11, Illinois
Sears Roebuck and Company, Chicago 7, Illinois
Wisconsin State Hotel Association, 125 East Wells Street, Milwaukee 2, Wisconsin

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DR. THOMAS DIAMOND RETIRES

(Continued from page 10)

and went on to serve as adviser of industrial education in the University's Department of Education from 1941 to 1942.

World War II interrupted Mr. Wenrich's career from 1942 to 1946, when he served as a Lieutenant Colonel in the United States Army. He joined the staff of the Department of Vocational Education at the University of Michigan in January, 1946, and assumed his duties as Michigan's Associate State Superintendent of Public Instruction in Charge of Vocational Education in July, 1946. He will vacate this post on July 1, 1950, when he will go to the University of Michigan as Professor of Vocational Education and Head of the Department of Vocational Education.

Mr. Wenrich has authored more than 17 important articles on vocational education.

Mr. Wenrich will assume his new duties with the good wishes and respectful confidence of his many friends throughout the country.

WHAT INDUSTRIAL ARTS TEACHERS SHOULD KNOW ABOUT THE AVA

(Continued from page 14)

Industrial Arts Section; Improving Instruction in Industrial Arts (\$.25), and *State Supervision of Industrial Arts Education*. The most recent publication, *Studies in Industrial Education (\$1.00)*, reviews industrial arts studies dating back to 1930. Copies of these bulletins can be obtained from the AVA Headquarters, 1010 Vermont Avenue, N.W., Washington 5, D. C.

Membership on Other AVA Committees

Representatives from the Industrial Arts Section are included in many important official committees, including Nominating Committee, Resolutions Committee, and Committee on Research and Publications. Industrial arts representatives are also members of special committees.

Summary

The year of 1950 is the year in which the Industrial Arts Section of the AVA is being given its greatest opportunity for the advancement of industrial arts education. Through the industrial arts president, the vice-president, an advisory committee member, and through the members of the IAPPC every industrial arts teacher, director or supervisor in the country has an opportunity to play a part in the growth of industrial arts work within the American Vocational Association. In order to do this, memberships will have to be increased, teachers and leaders must participate, and industrial arts people must take the time to make suggestions. Material for publication in the JOURNAL is continually sought by R. Lee Hornbake, University of Maryland, College Park, Maryland. If industrial arts work is to prosper, it is imperative that teachers and leaders take an active part in its national development.

INSTRUCTIONAL MATERIALS FOR DIVERSIFIED OCCUPATIONS

(Continued from page 15)

key to questions; suggested assignment for advanced students; suggested list of visual aids; suggested speakers; test; and key to test. Such a teachers' manual enables the coordinator to plan his material for each assignment well in advance, thus making the teaching more timely and effective.

Specific-Related Courses of Study. Obviously, the coordinator cannot be an expert in all fields represented in his class, neither does he have time to read all the specific-related references assigned his students. Therefore some device must be employed that will enable the coordinator to check the students' assignments easily and quickly. Otherwise, these assignments either accumulate on the coordinator's desk or are hastily graded with the result that students soon learn that the grades are meaningless. To solve this problem in Missouri, courses of study with objective type questions have been developed. Such courses are complete for the following occupations: Retail Grocery, Pre-Nursing, Service Station Operation, Machine Shop, Shoe Retailing, Carpentry, Office Work, Motion-Picture Projectionist, Auto Mechanics, Cleaning and Pressing, Photography, Variety Store Work, Frozen Food Locker Operation, Library Work, Radio Servicing, Hotel Management, and Cosmetology. Courses of study are in preparation for Sheet Metal Work, Florist and Floriculture, Auto Body and Fender Repair, Printing, Ladies' Ready-to-Wear, Waitress, Theatre Management, Doctor and Dental Assistant, and Baking.

TRAINING

In these trades and industries:
Air Conditioning
Heating and Ventilating
Refrigeration
Automobile
Building Construction Drafting
Carpentry
Painting and Paper Hanging
Baking
Electrical
Appliance Repair
Radio and Electronics
Steam and Diesel Power
General Mechanics (not auto)
Highway and Muncipal Construction
Mechanical Drafting
Machine Shop
Letter Press Printing
Offset Printing
Sheet Metal
Blacksmithing and Plow Repair
Gas and Arc Welding

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Students Enrolled at 4 Week Intervals During the School Year.

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Students are Notified and Enrolled as Openings Occur.

Write or Visit the School for Complete Information and Assistance in Planning Your Training.

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ESSENTIAL VOCATIONAL MATHEMATICS

. . . will help you solve your mathematics problem because . . .
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it is *complete:* from integers to trigonometry of the right angle . . .
it is *easy to read:* language is simple and related to practical situations . . .
it is *realistic:* shop drawings and shop problems are the everyday kind.

D. C. HEATH AND COMPANY

Boston New York Chicago Atlanta
San Francisco Dallas London

AMERICAN VOCATIONAL ASSOCIATION

List of Publications ***April, 1950***

STUDIES IN INDUSTRIAL EDUCATION
The first bibliography of studies on the graduate level in industrial arts education, vocational industrial education, and technical education. An invaluable source of information for teacher trainers and administrators. *160 pages, 1949. $1.00.*

SERVICE AREAS FOR VOCATIONAL SCHOOLS
A most valuable piece of reference material for persons contemplating the expansion of their vocational program. Gives complete information on procedure of establishing area vocational schools and describes types of area vocational programs now in operation. *36 pages, 1949. $.25.*

SUGGESTED PROBLEMS FOR RESEARCH STUDY IN VOCATIONAL AND INDUSTRIAL ARTS EDUCATION
A helpful and stimulating compilation of research topics important to the future of vocational education. Includes general questions and specialized problems in the several fields of vocational education. *Mimeographed, 22 pages, 1949. $.25.*

FACTORS AFFECTING THE SATISFACTIONS OF HOME ECONOMICS TEACHERS
Results of a nation-wide study to determine the reasons why women remain in or leave the teaching profession, including effects of teaching load, salary, community and school conditions, and family responsibilities. *96 pages, 1948. $.50.*

IMPROVING INSTRUCTION IN INDUSTRIAL ARTS
A manual to aid the teacher in evaluating and strengthening his course of study and to help the administrator in understanding the genuine and distinctive values of industrial arts activities. *96 pages, revised 1946. Single copies, $.25: 5 or more, $.20.*

STATE SUPERVISION OF INDUSTRIAL ARTS EDUCATION
Suggested qualifications and duties for a state supervisor of industrial arts, issued to encourage the adoption of uniform objectives, policies, and practices leading to the most effective kind of industrial arts education. *12 pages, 1946. Free.*

AMERICAN VOCATIONAL JOURNAL
An informative monthly magazine—the official organ of the AVA—aimed at keeping educators in touch with developments in the field of vocational education. *$2.00 subscription price: free to members.*

SERVICE LEAFLETS
Circulars describing the services and contributions of the AVA and the several sections of the organization—Agricultural Education, Trade and Industrial Education, Vocational Guidance, Industrial Arts, and Home Economics Education. *Free.*

The order blank below is attached for your convenience.
All orders must be accompanied by remittance.

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——*Service Areas for Vocational Schools. $.25*
——*Suggested Problems for Research Study. $.25*
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——*Improving Instruction in Industrial Arts. Single copies $.25; 5 or more $.20*
——*State Supervision of Industrial Arts. Free*
——*American Vocational Journal. $2.00*
——*Set of Service Leaflets. Free*

Enclosed is $..... to cover costs.

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City ..... State .....

Audio Visual

The **Stanley Bowmer Company,** 513 W. 166th Street, New York 32, N. Y., has published *Aids to Visual Education,* Catalog No. 4 (1950). This 32-page pamphlet is available free of charge. Projectors, file boxes, visual instruction kits are included with a listing of educational filmstrips, educational records, religious filmstrips, and educational slide sets.

National premiere of *Waves of Green,* new technicolor motion picture on science and agriculture, will be held Monday, May 22, in Nashville, N. C., according to Frank R. Pierce, president of **Dearborn Motors Corporation,** Detroit, the firm that produced the film.

"*Waves of Green* brings to the screen for the first time a record of many outstanding advances in the field of agriculture which were accomplished through the combined efforts of scientists and farmers. It is primarily a well-deserved tribute to the land-grant colleges and universities located in every state of the union and three U.S. territories. The film has been two years in production," Pierce said.

Agricultural leaders of the nation will be invited to the premiere in Nashville, site of one of the major sequences in the film.

A series of 6 silent filmstrips on photographic darkroom procedures has been announced by the **McGraw-Hill Book Company, Text-Film Department,** 330 West 42nd Street, New York City. By means of close-up, clear photographs, each with a brief explanatory caption, these filmstrips demonstrate step-by-step procedures in basic operations of developing negatives and making prints. They are ideal for group instruction such as in schools, colleges and clubs, or they can be used effectively by individuals interested in getting off to a good start in photography by themselves.

A unique feature is that almost all the photographs were taken from the operator's eye level so that the student viewing the filmstrip looks at each operation as though he himself were performing it. This helps him to remember the technique more accurately when he comes to try it himself in the darkroom, and makes for effective learning. In addition to demonstrating step-by-step procedures, these filmstrips also explain various photographic terms and principles, as well as reasons for many of the precautions prescribed for best results. In many instances, original artwork is used to make it easier to see and understand these explanations.

Copies of its new 1950 catalogs are being distributed and made available this month to schools and interested individuals by **Young America Films.** In keeping with the company's previous practice, two separate catalogs are being published, one devoted to 16mm films and the other to filmstrips and 2 x 2 slides.

The *YAF Catalog of Teaching Films* is a 16-page, illustrated book, describing more than 100 16mm sound films, all designed primarily for classroom use. A feature of the new catalog is a Correlation Chart in the back of the book, which provides an easy clue to the grade level and subject-matter area for each film described in the catalog.

The *YAF Catalog of Filmstrips and 2 x 2 slides* is an 8-page, illustrated book, describing more than 100 filmstrips now available from Young America Films. Embodied in this new catalog is a Correlation Chart showing the grade level and subject-matter area for each series of filmstrips and slides listed in the catalog.

Copies of both catalogs may be obtained free from your nearest YAF dealer, or by writing direct to Young America Films, Inc., 18 East 41st Street, New York City 17.

You and Your Mental Abilities, a new 35-mm. filmstrip for high school guidance work and teacher-training, has been released by **Science Research Associates,** 288 S. Wabash Street, Chicago, Illinois. It presents pictorially the Thurstone primary mental abilities theory of intelligence. Developed during fifteen years of research by Louis L. Thurstone, "most respected of U. S. mental testers" (*Life* magazine), and Professor of Psychology at the University of Chicago, with his wife, Thelma Gwinn Thurstone, Director, Division of Child Study, Chicago Public Schools, this theory is now standard in general psychology classes.

This new filmstrip carries 51 frames of pictorial information, with captions, followed by a 5-frame quiz.

Material in the filmstrip supplements other publications on mental abilities. A 48-page Life Adjustment Booklet called *You and Your Mental Abilities,* by Lorraine Bouthilet and Katharine Mann Byrne, has been published for high school guidance work. The widely used *SRA Primary Mental Abilities* tests, which give a separate score for each mental ability, were developed by the Thurstones for use from kindergarten to adult levels. Mrs. Thurstone has also constructed the "Learning to Think Series," three workbooks for pre-reading children which are designed to train each separate ability.

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Association News and Notes

State Secretaries! Keep us informed on the activities of your state associations. Send state news to the JOURNAL editorial offices, 1010 Vermont Avenue, N.W., Washington 5, D. C.

● The **Massachusetts Vocational Association** is holding a state wide convention for its members and friends at the Sheraton Hotel in Worcester on May 13th. Meetings of chapters, quarter century club, etc., will be conducted at the Worcester Girls' Trade High School.

* * *

● The annual meeting of the **American Society of Agricultural Engineers** for 1950 will be held at the Statler Hotel in Washington, D. C., June 18-22. The ASAE has a membership of approximately 3,500 agricultural engineers from industry, colleges, experiment stations, the Federal Government, and consulting engineering firms throughout the country. More than 1,000 members attended last year's meeting. The Society is composed of four technical divisions of agricultural engineering including soil and water, structures, rural electrification, and power and machinery, plus the college division. Each of these divisions has active student branches. The society is devoted to the promotion of the application of engineering techniques to agriculture.

* * *

● Officers of the **Northern Virginia Industrial Arts and Vocational Education Club** are as follows: S. A. Wood, President, E. P. Orr, Vice President; C. A. Ross, Secretary; John Larsen, Treasurer; and A. L. Beamer, L. G. Hamm and H. Cooper, Board of Directors. This organization was formed with 46 charter members for the purpose of promoting industrial education in northern Virginia. Bi-monthly dinner meetings have been held for the past two years. Guest speakers have included H. C. Dignowity and John Ludington of the U. S. Office of Education; L. H. Dennis, AVA's Executive Secretary; T. C. Williams, Superintendent of Schools, Alexandria, Virginia; Dr. B. H. Van Oot, and Linscott Ballentine of the Virginia State Department of Education.

* * *

● Mrs. Esther T. Long is now serving as President of the **California Home Economics Association.** Miss Martha Harmes is President-Elect of the group.

* * *

A Letter to Mr. Dennis

Dear Mr. Dennis:

In the name of the **Philippine School of Arts and Trades Alumni Association**—the nucleus of a proposed Philippine Vocational Association—I am sending you our sincere greetings to the members of the American Vocational Association. We feel that this opportunity for us to send you a few words about the present status of vocational education in the Philippines will bring home to you, through the kindness of Dr. F. G. Leasure, the desirability of intensifying the relationships of your association and ours. We may boldly say that we have the same goals in common—that of training the youth of our country for the various occupations of trades and industries, agriculture, homemaking, and business.

The Philippines today, more than any other period in her history, faces the herculean task of training her youth for gainful vocations. This task is laid in the hands of the vocational education men of the Bureau of Public Schools. As Dr. Frederick G. Leasure would point to you, we have still many things to do in order to keep our vocational education program at par with yours. However, we are trying all we can to train even a meager percentage of our youth in gainful vocations.

We are practically engaged in the four major phases of vocational education; namely, trade and industrial education, agricultural instruction, homemaking, and business education. The problems confronted by our schools are many, but we may be able to mention off-hand the most glaring ones. The lack of professionally and technically trained teachers gives us the biggest problem. This is more pronounced with the inadequacy of the latest teaching aids and devices, books, and other instructional materials that will facilitate the putting over of trade content. Our vocational teachers are utterly lacking the best means of imparting whatever they know.

Another big problem is the insufficiency of equipment, handtools, and good accommodation. This had been the very problem that was doubly aggravated by the destruction we encountered during the last world war when almost all our vocational schools were stripped of their meager equipment and tools. However, with all the aids being given by the government, plus the rehabilitation money being generously showered by the United States government, we are fast putting our schools to what they had been before the war.

The apparent lack of technicians or specialists in specific fields of vocational education is also a problem we face. If only we can send some of our promising young men to the United States to specialize in specific trades, I believe that we may have a good start. Of course, we are profiting much from the advice and services of experts coming from your country. Yet, we believe that more contributions may be given by our own men to come to the United States and get only what they think would be beneficial for our program here.

As I have stated in the beginning, our vocational association is still in its formative stage. But we hope to put it into shape in the few months to come. We cannot really do so many things at the spur of the moment. We are still feeling the destructive blow of the last war.

Since the set up of your vocational education program is not unlike ours, we feel that you can give us much good help for our rehabilitation. We have been recipients of so many books, pamphlets, magazines from the UNESCO and from the United States Embassy here. These may help us much in the promotion of our vocational education program.

Again, we extend to you our greetings.

Yours truly,

FOR THE P. S. A. T. ALUMNI ASSOCIATION

(Sgd) HERMOGENES F. BELEN
Executive Secretary

* * *

● **Dr. Henry S. Brunner** of the Pennsylvania State College Department of Agricultural Education is currently serving as Consultant in Agricultural Education for the Food and Agriculture Division, OEA, in Germany. Dr. Brunner will work over the entire area of Western Germany and prepare a survey of the system of Vocational Agriculture Training which is offered by the Agricultural and Special Winter schools. He will lead a conference on comparative programs for vocational training in agriculture.

BLANTON ASSOCIATES

A Northern Virginia Industrial Arts and Vocational Education Club Dinner Meeting.

Seated: G. H. Fallesen, C. A. Ross, S. A. Wood, John A. Larsen, A. B. Elsea, L. G. Hamm.

Second Row: A. J. Williams, H. M. Miller, C. K. Ross, A. L. Drabenstadt, A. L. Maiden, A L. Beamer, D. L. Dalke, James E. Stemple, Thomas B. Netting.

Last Row: William Solomon, Morris Gosis, Paul J. Raimendi, V. Schultz, E. P. Orr, James W. Johnston, Charles W. Drury, H. C. Rose.

THE 1950 DECA CONVENTION

Retailing Is Big Business, theme for the fourth annual convention of the **Distributive Education Clubs of America,** came in for serious discussion when that organization met in Asheville, North Carolina, April 16-19.

For the better part of three days student delegates and their sponsors from states as far west as Washington participated in a program built around the outlook in retailing and the contributions Distributive Education services may make in the entire field of distribution.

Leonard Maiden, a student in the School of Distributive Education, Richmond Professional Institute, Richmond, Virginia, and national president of DECA, opened the convention on Monday morning, April 17. More than 300 delegates and representatives from 16 states were present for this session which featured the introduction of the National Advisory Committee and the DECA Board of Governors, and a discussion on *Retailing Is Big Business.* Four vice-presidents of the organization appeared on a panel and directed their comments from the points of view of management, the employee selling force, the employee non-selling force and the customer. Participating were Jack Taylor, Ohio, vice-president in charge of publications; Vern Walker, Missouri, membership; Dan Cooley, Kansas, national convention and Fred Tremain, Oklahoma, public relations.

On Monday afternoon the convention gave its attention to an evaluation of the Distributive Education program. Fred Tremain spoke on the benefits he derived from his DE studies in Enid, Oklahoma, where he attended high school and worked as a co-op student with the J. C. Penny Company. His address, *An Alumnus Looks Back and Forth at the DE Program,* emphasized strongly his appreciation for training which not only gave him a sound background in retail operations and business ethics but also provided him with skills necessary for success in his chosen work.

National Advisory Committee, DECA, seated in AVA headquarters—Miss Louise Bernard, Chairman (center); Mrs. Alice Pipkin (left); Miss Lodie Clark (right); and Robert Nelson.

Following this address, regional reports were heard from the Central, Northeastern, Southern and Western Association presidents of DECA. These revealed a steady growth in membership and definite progress in standards of local club activities.

High spot in the convention came Tuesday evening when after a general business session, committee meetings, and selected afternoon tours of Ashville, the annual banquet was held. At this time Graham Morrison, president of the Retail Merchants Association of Asheville, officially welcomed the delegates to his city, and special guests, including representatives of a number of trade associations, were introduced. R. V. Mullen, Sears-Roebuck Foundation, Chicago, responded for the guests.

Principal speaker at the banquet was Dr. Clyde A. Erwin, who delivered a provocative address on *The Missing Link in Modern Education.* Dr. Erwin, North Carolina State Superintendent of Public Instruction, and immediate past-president of the National Council of Chief State School Officers, praised the Distributive Education Clubs for their contribution to the professional growth and leadership abilities of young people in our schools. He expressed the hope that the U. S. Office of Education soon would sponsor actively these clubs.

The final session of the convention was marked by the election and installation of new officers and the clarification of objectives for 1950-51.

General chairman for this fourth convention of the Distributive Education Clubs of America was T. Carl Brown, state supervisor of Distributive Education in North Carolina. Under his guidance and with the assistance of Mrs. Mamie R. Clawson Miles, program chairman, the convention sessions were planned especially to provide for maximum participation by DE alumni and delegates.

Over-all administrative organization for DECA is in the hands of a board of governors composed of Davis Liggett, Georgia; Paul Devine, Indiana; Jack Hughes, Kansas; Una Marshall, Louisiana; Dolores Straith, Michigan; Richard Allen, Missouri; Robert Harrington, New York; James Earl Roper. North Carolina; Rom Markin, Ohio; Carroll Morris, Oklahoma; Barbara Redden, South Carolina; John Rambo, Tennessee; Robert Waters, Virginia; and Eddie Paul, Washington. This board is assisted and counselled by national officers and the Advisory Committee composed of five state sponsors of Distributive Education.

DECA OFFICERS

Front Row, left to right: Leonard F. Maiden, Virginia, Pres.; Joan Hall, Ohio, Assoc. Pres. North Central Region; Jack Taylor, Ohio, Vice-Pres. in charge of Publications; Bill Powell, Kansas, Vice-Pres.; and Leslie Willet, Washington, Assoc. Pres. of Western Region.

Back Row, left to right: Wayne Edwards, Oklahoma, Assoc. Pres. Southern Region; Don Cooley, Kansas, Vice-Pres. National Convention; Russell Carr, New York, Assoc. Pres. Northeast Region; Vern Walker, Missouri, Vice-Pres. in charge of Membership. Some officers were not yet elected when this picture was taken.

CHARTER MEMBERS—ALPHA LAMBDA CHAPTER OF EPSILON PI TAU

Top row, l to r: Fred J. Reddin, George J. Hawkins, Michael W. Scelzi, Jr., Jack D. Garner, Burton W. Wadsworth, Louis P. Robin, Norman D. Hansen, Howard Atamian, and Geoffrey B. Noakes.

Third row: Charles D. Blodgett, Ralph L. Kyker, Warren F. Boyce, Henry O. Hall, Harold R. Phillips, William L. Stockwell, John R. Shupe, Joseph Notarangelo,, Jr., Souren E. Nahikian, and Donald A. Perry.

Second row: Jimmie C. Manock, William H. Vienna. Pete Gianopulos, John C. Pendley, Raymond A. Jensen, John P. Strate, Oliver W. Macomber, Garland H. Johnson, William L. Hood, and Marion A. Grosse, Trustee.

First row: Stewart E. Brown, Carl B. Peterson, Richard J. Tichenor, Forrest J. Bingham, John Boghosian, Delfred Edwards, Raymond E. B. Fagan, Conrad Feuches, and Allen W. Finley. Missing are Thomas C. Maloy and Harry Bartsch.

● The **Alpha Lambda Chapter** of **Epsilon Pi Tau** national honorary professional fraternity for Industrial Arts and Vocational-Industrial Education, was installed at Fresno State College, Fresno, California, on January 21, 1950. The initiation team consisted of faculty members from the Rho Chapter, San Jose State College, San Jose, California. Professor M. A. Grosse, Head of the Industrial Arts Department of Fresno State College, is the faculty trustee for this fraternity.

Student officers for the Spring semester are: Donald A. Perry, President; Charles D. Blodgett, Vice-President; Souren E. Nahikian, Secretary; Stewart E. Brown, Treasurer; and Jimmie C. Manock, Historian.

Following the formal initiation, the group met for a banquet. Dr. Lynne C. Monroe, Alpha Beta Chapter, Director of Industrial Arts, University of California, Santa Barbara College, Santa Barbara, presided as toastmaster. Dr. Arnold E. Joyal, President of Fresno State College, welcomed the new honorary fraternity to the campus. The principal speaker, Dr. Heber A. Sotzin, Director of Industrial Arts, San Jose State College, gave a talk on "Our Professional Heritage."

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Write for Bulletin 217

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F. J. Jeffrey

● Retirement after 48 years of teaching in the public schools has opened new horizons of activity for **F. J. Jeffrey,** former Principal of the Hadley Technical High School, St. Louis, Missouri. Since the testimonial dinner which was given in honor of his official retirement in the fall of 1948, Mr. Jeffrey has traveled extensively. His first trip took him, with Mrs. Jeffrey, to the Canadian Border and the northwest. Next, the Jeffreys visited their son in Pasadena for several months. From this point, they went on to Mexico, and returned to the States to spend some time in Asheville, North Carolina. Located now at 6237 McPherson Avenue in St. Louis, Mr. Jeffrey has been elected Master of the Consistory of the Ancient and Accepted Scottish Rite of St. Louis. This organization of 10,000 persons calls for active and responsible leadership. Mr. Jeffrey's occasional visits to the vocational departments of the St. Louis schools are always welcomed.

F. J. Jeffrey holds the distinction of being one of the few Missourians living who aided in the promotion and development of the vocational education program in Missouri at the time the Smith-Hughes Act was passed in 1917. He has the further distinction of being the only living life member of the American Vocational Association from Missouri. His years of leadership in vocational and industrial education in St. Louis were studded with progress and expansion in the local and state program.

* * *

Editor's Note: The AVA membership has always appreciated the work of its leaders, both local and national. Because of this, the editorial staff of the JOURNAL takes pleasure in presenting, from time to time, information as to the current activities of those leaders who have turned their attention to new pursuits.

* * *

IN MEMORIAM

Paul John Phillips, staff member of the Division of Extension, University of Texas, died on March 5 after a brief illness. Mr. Phillips, born in Gardner, Kansas, on November 11, 1900, joined the staff of the Division of Extension in 1939 as a specialist in industrial instructional materials. After serving in World War II as a colonel in the United States Army, he returned to the university to serve as a consultant with petroleum industry management groups in Texas and throughout central United States. In this capacity, Mr. Phillips won industry-wide recognition for his ability as a teacher. He authored a number of publications.

Mr. Phillips was graduated from the Kansas State College with a degree in electrical engineering in 1922. He earned his Master's degree at Oklahoma A & M College in 1938. He is survived by his wife, Alice Waugh; three children, David, James, and Jane; his father, John D. Phillips; and two brothers. Well known in vocational education circles in many parts of the United States, Mr. Phillips had the admiration and respect of a host of friends.

● The **Sixth Annual Atlantic Seaboard Apprenticeship Conference** will be held at Poland Spring, Maine, on June 8, 9, and 10, 1950. The meeting this year is under the auspices of the Maine State Apprenticeship Council and the Bureau of Apprenticeship, District No. 1, United States Department of Labor.

This annual event attracts representatives from labor and management in a three-day conference with representatives from the Bureau of Apprenticeship and from the vocational schools of the North Atlantic Area.

The program is organized under the general direction of E. K. Jenkins, Director, Bureau of Apprenticeship, Boston, Massachusetts, with the assistance of Stephen S. Kaler, Supervisor for the State of Maine, Bureau of Apprenticeship.

The conference will start with a luncheon meeting on Wednesday in honor of the large group of Canadians who are expected to be present and who will sponsor the first International Apprenticeship Conference in Quebec City in 1951. Speakers at this meeting will be Claude A. Putnam, President of the National Association of Manufacturers; A. J. Hayes, President of the International Association of Machinists; Father Ovila Belanger and Ernest Guenette, both of Montreal, Quebec.

The general meeting will be held on Thursday afternoon, when Maine's Governor Frederick G. Payne will officially open the conference. President William Green of the American Federation of Labor has provisionally consented to speak at this meeting. Secretary of Labor Maurice J. Tobin and an official of the National Association of Manufacturers are also expected to speak at this time.

Four sectional conferences covering apprenticeship problems in the building trades, printing and machine tool industries, and railroads will convene on Friday. A special meeting of American Vocational Association members has been arranged for Friday afternoon.

At the dinner meeting, on Friday evening, Laurence F. Whittemore, President of the Brown Company of Berlin, New Hampshire (and former president of the New York, New Haven, and Hartford Railroad), will be one of the speakers. Plans also contemplate President Phil Murray of the CIO and Senator Margaret Chase Smith of Maine as speakers at the banquet.

Sectional conferences will be resumed on Saturday morning, including meetings on publicity, foundry, textile industries, and vocational education.

John A. McCarthy, New Jersey State Director of Vocational Education, is Chairman of the vocational section, with Morris P. Cates, Maine State Director of Vocational Education, as Vice Chairman. Maurice C. Verney, Maine State Supervisor of Trade and Industrial Education, will serve as Executive Secretary. Speakers at this session will be Dr. M. Norcross Stratton, Massachusetts State Director of Vocational Education, and John E. Nelson, Vermont State Director of Vocational Education. Consultants are Walter May, New Hampshire State Director of Vocational Education; Dr. Walter Shaw, Regional Agent, North Atlantic Region, U. S. Office of Education; F. Sheldon Davis, Rhode Island State Director of Vocational Education; and Benjamin O'Bear, Apprentice Instructor, Fayscott Corporation. E. K. Jenkins; Emmett O'Brien, Connecticut State Director of Vocational Education; and Robert F. Nolan, Massachusetts State Supervisor of Apprentice Training; will serve as the reception committee.

* * *

Personals

Let us know the who, what, where and when! Our readers are interested! Send personal news to the JOURNAL editorial offices at 1010 Vermont Ave., N.W., Washington 5, D. C.

● **Dr. Ronald W. Kent,** director of the Essex County Vocational and Technical High Schools, New Jersey, was guest of honor at a testimonial dinner sponsored by the Essex County Vocational and Technical Teachers Association at the Crestmont Country Club on March 4th. Dr. Kent has completed 25 years of service in the vocational school system of Essex County.

Invited guests included John McCarthy, New Jersey State Director of Vocational Education; Miss Grace Freeman, Assemblywoman; Mrs. Abbe Magee, Walter Gray, and Jacob Glickenhaus, members of the Board of School Estimate; and the following members of the Essex County School Board: Charles J. Roh, President, Jacob A. Turner, Vice President; Lawrence C. Chase, Mrs. Warren D. Reinhard, and Thomas C. Wallace.

Toastmaster for the occasion was Joseph J. Jeffryes, Principal of the Bloomfield School and founder of the association. Dr. Kent was presented with a pair of binoculars by R. Neal Owens, President of the Association, in behalf of the group.

● **F. Sheldon Davis** assumed his new duties as State Director of Vocational Education in Rhode Island on March 16th. Other new appointments to the Rhode Island staff are: **Miss Rowena C. Tierney,** State Supervisor of Home Economics; and **Edward Medeiros,** State Supervisor of Trade and Industrial Education. Mr. Davis formerly served as State Supervisor of Agricultural Education.

* * *

● **T. V. Downing,** Virginia State Assistant Supervisor of Agriculture Education, was named Virginia's 1949 *Man of the Year in Forestry* by Virginia Forests, Incorporated.

Mr. Downing, formerly instructor of vocational agriculture and district supervisor of agricultural education in Eastern Virginia, assumed his present position in July, 1947. Since that time, 226 instructors o. vocational agriculture have received elementary training in forestry workshops under his direction and approximately 50 teachers have received additional forestry training.

In presenting the award, Victor W. Stewart, President of Virginia Forests, Incorporated, said: "We think Tom Downing has done a wonderful job. He has indeed 'sparkplugged' forestry in vocational agriculture."

NO JUNE JOURNAL!

The AVA Executive Committee at its recent spring meeting, in adjusting the budget for the year, decided to omit the June, 1950, issue of the AMERICAN VOCATIONAL JOURNAL.

Approximately 50 of the 66 students majoring in industrial arts education and industrial vocational education at Indiana State Teachers College (Terre Haute), who joined the AVA the first year student memberships were made available. Students marked X attended 1949 AVA Convention.

LET'S CHECK OUR DIRECTION

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Books and Bulletins

Radio Facsimile, by Hills, Lee, and Sullivan. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1949. 319 pages. $3.50.

An outline of what has been achieved in this field to date, this book thoroughly discusses the possibilities, problems, and developed equipment for facsimile receivers on which condensed newspapers can be printed.

Introduction to Engineering Problems, by Robert Q. Brown. Prentice-Hall, Inc., 70 Fifth Ave., New York, N. Y., 1950. $3.95; Text Edition, $2.95.

Designed for beginners in engineering, this text applies basic physical principles to the solution of problems. A special section on projects, and another on good form in writing, are included.

Toastmaster's Handbook, by H. V. Prochnow. Prentice-Hall, Inc., 70 Fifth Ave., New York, N. Y., 1950. 416 pages, $3.95.

This volume contains 411 amusing stories, 53 introduction samples, 1,000 quotations (classified), and 400 witticisms. Responsibilities, techniques and fundamentals for the toastmaster are also included.

We Count in '50, by Dr. Frank W. Hubbard. Department of Commerce, Bureau of the Census, Washington 25, D. C., 1950.

This booklet gives the history of census-taking, the procedures involved in the 1950 count, and suggests classroom activities for acquainting pupils with the Census.

Big Government, by Frank Gervasi. McGraw-Hill Book Company, 330 W. 42nd St., New York 18, N. Y., 1950. 378 pages, $4.00.

A reference work on the Hoover Commission Report, this volume explains how the machinery of the United States government can be streamlined to give greater benefits at lower cost.

The Teen-Age Driver. Prepared by the School and College Division, National Safety Council, 20 North Wacker Drive, Chicago 6, Ill., 1950. 31 pages, 15 cents.

Bad driving habits of the teen-age driver and the influence of teen-age drivers on insurance rates are discussed thoroughly in this pamphlet. A student panel discussion is included in full.

Veteran's Education in Louisiana, prepared by Veterans Education Sections under the direction of Jack R. Gamble, Director. Issued by Shelby M. Jackson, State Superintendent of Education, Baton Rouge, La., 1950. 34 pages.

This bulletin has two separate and complete pictorial supplements. Supplement No. 1 is concerned with white veterans, and Supplement No. 2 shows Negro veterans in training.

High-School Driver Education, developed by the National Conference on High School Driver Education. National Commission on Safety Education, National Education Association, 1201 Sixteenth St., N. W., Washington 6, D. C., 1950. 78 pages, 50 cents.

This bulletin provides a framework of policies and recommendations to guide the sound development of high school driver education programs.

The Camp Director's Handbook and Buying Guide, edited and compiled by Galloway Publishing Co., 705 Park Ave., Plainfield, N. J., 1950. 116 pages, $1.00 in U. S., $1.50 elsewhere.

This is the Third Annual Edition of the Handbook published by the editors of *Camping* magazine. Changes have been made in editorial content, based on experience of camping people in using previous editions, and new material has been added. This is an official publication of the American Camping Association.

The American College, edited by P. F. Valentine. Philosophical Library, 15 E. 40th St., New York, N. Y., 1949. 575 pages, $10.00.

This volume brings together the thinking of men and women in institutions of higher learning in America and focuses it on pertinent problems in education. It has been designed to provoke the thinking of those who are responsible for determining policies and for instructing youth in American colleges.

Our System of Education, by the National Council of Chief State School Officers, 1201 Sixteenth St., N. W., Washington 6, D. C., 1950. 32 pages, 25 cents.

This statement, adopted at the annual meeting of The National Council of Chief State School Officers on December 10, 1949, is intended to serve as a guide for the improvement of education programs throughout the nation. Particular attention is given to responsibilities of state departments of education for such improvement.

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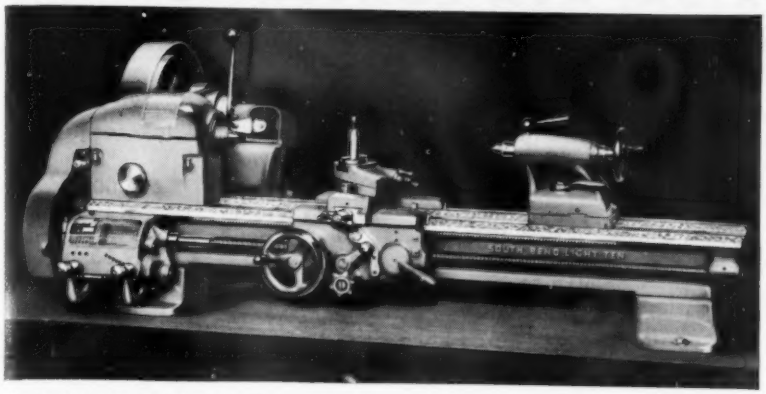
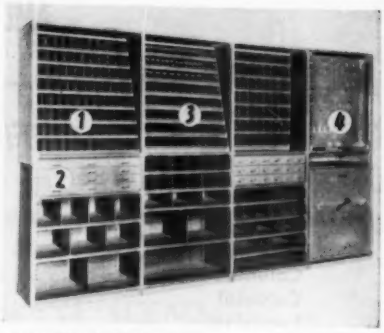
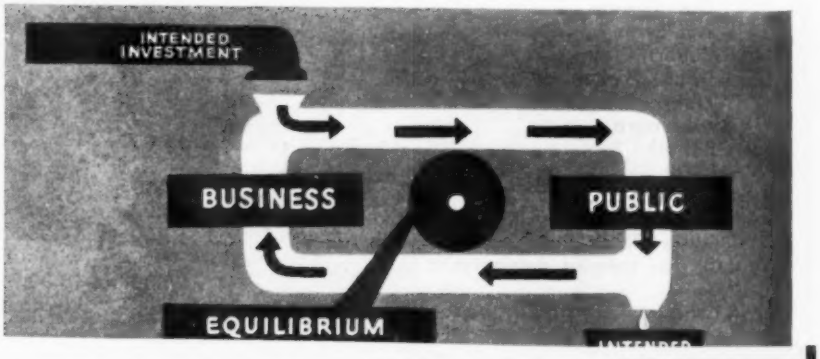
'50's Newest for Schools



The **South Bend Lathe Works** has announced production of a new popularly priced 10" Quick Change Gear Lathe in four bed lengths. The bed of this modern precision tool is rigidly constructed of special gray iron with 30 per cent steel content added. Three v-ways and one flat way are hand-scraped their entire length to assure precision alignment of the headstock, tailstock, and carriage.



Lyon Metal Products, Inc., Aurora, Ill., is now marketing re-designed, complete storage equipment for tool rooms and stock rooms. A correct type of storage accessory is available for every item, conveniently located within easy reach. Typical storage units feature sloping front unit, drawer case unit, sloping shelf unit (with 108 compartments on 8 shelves), and swinging panel unit (which allows almost 27 square feet of storage area).



THIS YEAR, for the first time, 8 Special Awards consisting of 3-day, all-expense visits to Detroit and Dearborn have been created for the instructors of students whose work earns a Special Achievement Award in the 1950 Industrial Arts Awards Fair.

One Special Achievement Award will be given in each of the eight major divisions. The winner in each case will be the student whose entry is considered by the judges to represent the outstanding achievement among all entries in the division.

Thus, if one of your students wins a Special Achievement Award—a 3-day visit to Detroit and the Ford Rouge Plant with all expenses paid—you will receive an identical award.

BUT TIME IS SHORT

—all student entries must be shipped by June 20th. For a happy, instructive holiday that can be yours, in the world motor center—encourage your students to do their best work . . . and to send their entries in early, by June 20th. Mail coupon for full information, entry blanks, etc.

FORD MOTOR COMPANY

WHO IS ELIGIBLE? Boys and girls in the 7th through the 12th grades in any type of school (public, private, parochial). MUST be enrolled in at least one shop or drawing course. THERE IS NO ENTRY FEE.

ENTRY CLASSES—The 8 major divisions include wrought metal . . . patternmaking and molding . . . wood working . . . electrical . . . drawing . . . machine shop . . . plastics . . . printing. Nineteen classifications within these divisions and two to four age groups in each classification.

AWARDS—In each of 56 groups—$100 first prize; $50 second prize; $25 third prize; six honorable mentions of $10 each. Special Achievement Award in each division. Duplicate Special Achievement Award for the teacher of each student winning such an award. Certificate of Merit to each student prize winner and exhibitor. Certificate of Achievement to each school and instructor whose student or students win an award.

MAIL THIS COUPON TODAY!

INDUSTRIAL ARTS AWARDS
Ford Motor Company, 3000 Schaefer Road, Dearborn, Michigan

Please send me full information and entry blank for the 1950 Ford Motor Company Industrial Arts Awards.

*Name*_____

*Street*_____

*City*_____ *State*_____

*School*_____

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South Georgia Trade and Vocational School
. . . and many others

The Barrett Brake School, in cooperation with Delco-Remy, Carter Carburetor Corporation, several General Motors Divisions and others, has conducted training programs during the 1949 summer vacation for Vocational Instructors in the following states: Louisiana, Kentucky, New Jersey and Connecticut. In 1948 a similar program was completed in Illinois, and in 1950 courses will be conducted at Southern University at Baton Rouge, Wayne University at Detroit, University of Cincinnati, and Essex County Vocational and Technical High School, Bloomfield, N. J. This training project will be expanded to include many other states. State Supervisors should write for inclusion into the 1951 schedule.

Write For Details

On This Training Program and The FREE Instruction Offered To Vocational Instructors

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